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ABSTRACT

The document presents student learning packets designed to provide an alternative social studies experience for high school students. The objective is to enable students to better understand themselves and their environment and other individuals and groups. Written at a junior high school reading level, the packets are intended to be used with low achieving secondary students, although they can be adapted for average students. The packets present nine units of study, which are entitled "Thinking about Myself," "Thinking More about Myself," "What People Think about Me," "What I Think of Others," "How People Communicate," "Why People Act the Way They Do," "The Black Experience in America," "Some Groups that live in America," and "What Will Happen in the Future?" The units focus on historical and contemporary examples and activities designed to stimulate thinking and decision-making skills. An overview page for each unit offers a summary statement of content, lists 4-8 main topics covered, explains why the unit is important, and states skills and tools needed (junior high reading level ability and a dictionary). A goal statement, 3-7 educational objectives, and 4-8 activities are detailed for each main topic. Activities include readings, writing, research, and discussion, as well as decision making and opinion exercises. The final activity for each unit directs learning summarization. (CK)

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Learning Activity Packets
For
High School Social Studies
American Studies, American History
And
Low Achieving Students

Course I

Produced By Elliott Seif, Temple University, for the Urban Career Education Center, Opportunities Industrialization Center, Philadelphia, Pennsylvania, 1974

SO 012 479

Introduction

These learning packets are designed to provide an alternative social studies experience for high school students. For example, they can be used as an alternative to a traditional American History course. Several packets can be used to supplement and enrich high school social studies courses. Although primarily designed for low achieving students, the packets can be adapted for use with all students.

I believe that these packets are valuable for several reasons. The packet format enables a teacher to carefully develop clear goals with students. The goals are clear to both students and teachers. The activities break down the material into smaller units, allowing for the gradual learning of the material. Open-ended post evaluations enable teachers to see the results of the learning, and can be used for further development of activities. The packets also allow the teacher to individualize learning, allowing some students to work on their own and with others (those that have the necessary skills) while the teacher works closely with those who need a more teacher-centered environment.

The packets also provide an alternative set of goals for social studies. They focus on enabling students to better understand themselves and their environment. They help students understand how they relate to others. They enable students to explore the concept of power and control over their own lives. Through historical and present day examples, they provide students with the opportunity to learn about themselves, about Constitutional rights, about politics and political power, about minority groups, about consumerism, and so on. The ideas are relevant to students, and the packets provide students with readings and activities that help relate the ideas to their own lives.

These packets should be seen as examples of how learning packets can be used and developed for social studies. Some packets may be usable without revision. In several cases, teachers and schools may wish to adapt the material to their own needs. For other teachers, the packets may serve as a model for the development of other packets more attuned to the goals of the teacher.

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THINKING ABOUT MYSELF

What this unit is about: This unit is about yourself and your feelings, thoughts, opinions, and the way you spend your time.

These are the main topics of this unit:

1. Your feelings.
2. Your thoughts.
3. What I believe.
4. How I use my time.
5. Final Activity.

This is why this unit is important to you:

In this unit, you will take a look at yourself. How and what you think of yourself is important to know both to help you see yourself as you are and also to help you learn to work with others. If you want to successfully make decisions for yourself and be successful in what you do, it is important that you know yourself.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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YOUR FEELINGS AND YOU

This is the main thing you should learn: At the end of this lesson, you should have a better understanding of your feelings.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to use feeling words.
2. Tell about your feelings in different situations.
3. Tell about some of your fears, past and present.
4. Be able to tell how you might feel if you were in different situations that others might find themselves in.

Activity 1

On the next blank page, finish the following sentences. Try to think about how you would answer these sentences before you write anything down. Don't worry about how long or short your answers are; just do the best you can. Copy over the whole sentence.

Example:

1. When I feel ____________________, I ____________________.

Your possible answer:

When I feel happy, I like to go for a long walk with a friend.

1. When I feel ______________, I ______________________________.
2. I feel angry when ____________________________.
3. Where I live usually makes me usually feel _______________, because ______.
4. Thinking about getting a job makes me feel ___________, because __________.
5. When I meet people I don't know I feel ________________________.
6. I feel really good when I ___________________________.
7. In school I feel _____________ because ___________________.
8. Germantown makes me feel ____________________ because __________________.
9. The thing that would really make me feel great would be _____________.
10. Feelings are _________________________.

When you have finished this, discuss your answers with your teacher and/or with your classmates.

Use this page to write down your sentences in Activity 1. Be sure to write the whole sentence, not just the parts you have filled in.

Activity 2

The next page has been divided into four parts. In each part, draw a picture to show how you feel in a situation in which you have very strong feelings. For example, you might have strong feelings in situations with your parents, friends, schoolmates, teachers, or others. Try to draw four different situations in which you have different feelings, such as love, hate, anger, fear, joy, hope, sadness, happiness, and others. Don't worry about how your picture looks; draw it in the best way you can.

For each picture that you draw, put down the words which tell how you feel and write a sentence which tells what the situation is. For example, if you draw a picture of a girlfriend or boyfriend hugging you, you might write:

Good feeling

This is a picture of my boyfriend (girlfriend) hugging me.

When you have finished this, discuss this either with your teacher or with other people in the class.

Activity 3

"All of us, as we grow up, have fears. Sometimes we are afraid of the dark; sometimes monsters; sometimes dragons; sometimes parents; sometimes friends."

What have been your fears in your life. Think about your fears as you were growing up. Think about your dreams. Make a list below of as many things as you can think of that you have been afraid of. As you think of your fears, divide them into those you no longer have and those you still have. Think about: How did you overcome your past fears?

Fears I No Longer Have	Fears I Still Have

(Use the back of this page if you need more room)

Discuss your answers with your teacher or with your classmates.

Activity 4

"How would you feel if...?" Look at the following situations and think about how you would feel if you were in the situation. After each situation complete the following: If I were in that situation I would feel ________ because ___________________.

1. How would you feel if your parents demanded that you be home every night at 9 o'clock?

   Answer: (I would feel ________because________.)

2. How would you feel if a friend asked you to drop out of school with him (or her)?

   Answer: (I would feel ________because _________.)

3. How would you feel if your boss yelled at you for making a mistake?

   Answer: (I would feel _______because____________.)

4. How would you feel if you walked into a party where there were mostly white people?

   Answer: (I would feel _________because _________.)

5. How would you feel if you walked into a party where there were mostly black people?

Answer: (I would feel _________ because __________.)

6. How would you feel if you were called on to answer a question in school and you didn't know the answer?

Answer: (I would feel ________ because __________.)

7. How would you feel if a good friend hugged you?

Answer: (I would feel _________ because _________.)

Other:

Discuss your answers with your teacher and/or with your classmates.

2. YOUR THOUGHTS

This is the main thing you should learn: At the end of this lesson you should have a better understanding of your thoughts and how you think about certain things.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to tell about your thoughts for different people and ideas.
2. Learn about your thoughts about things that are more important to you.
3. Find out about the things you want to think more about.

Activity 1

Look at the following words. For each word, write down the first thought that comes into your mind. Try to be honest in expressing your thoughts. Your thoughts do not have to be in complete sentences, but you may try to write them in sentences if you want to.

Example: Mother: My mother is a nice person. But she always nags me.

Mother: ______________________________

Father: ______________________________

Brother: ______________________________

Sister: ______________________________

Friends: ______________________________

Work: ______________________________

School: ______________________________

Gangs: ______________________________

Peace: ______________________________

Urban Career Education Program: ______________________________

Black:

White:

Violence:

Ripping Off:

Crazy:

Sharing:

Helping:

Me:

Justice:

Ideal Job:

Freedom:

Tough:

Tender:

Discuss your answers with your teacher and/or your classmates.

Activity 2

Take two of the words mentioned in Activity 1 and write a paragraph or two about your thoughts on them. Try to pick words about which you have a lot to say and are important to you. Think about what you want to say before you write it down.

Put your first word here ____________________
Thoughts about it: (If you run out of room, continue on the back)

Put your second word here _______________
Thoughts about it: (If you run out of room, continue on the back)

Activity 3

Cut out from magazines or newspapers words, phrases or pictures which show some things you also think about. Paste them on a sheet of paper to show the things you think about. Paste them on the paper in a way which would be interesting to look at and which show the things you think about. You can discuss these with your teacher and/or your classmates.

(If you do not have enough pictures or magazines or newspapers, on the next page write down some words or draw some pictures which show some things you think about.)

3. WHAT I BELIEVE

This is the main thing you should learn: At the end of this lesson, you should be able to state some of your opinions and the reasons you hold your opinions.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to state your opinions about certain topics.
2. Be able to give reasons why you hold your opinions.
3. Be able to think about why some of your reasons may be better than others.

Activity 1

Most of us have opinions and ideas about many things. Below are listed a number of topics which many people have opinions about. For each topic that is listed, write down an opinion that you have or something that you believe in about that topic.

If you have reasons for your opinions, write them down under the reason column. If you have more than one reason, write down what you think is the best reason first, the next best second, and so on until you have written all the reasons you have for having that opinion. Then go on to the next topic and do the same thing.

Example:

Topic	Opinion	Reasons
President Nixon	I think President Nixon should be impeached.	1. He has done nothing for black people. 2. He is guilty of many crimes. 3. I don't trust him.

Topic	Opinion	Reasons
1. Public Schools		
2. President Nixon		

H1-1-12.

Topic	Opinion	Reasons
3. Urban Career Education Program		
4. Germantown:		
5. Myself:		
6. The Black Panthers		
7. Africa		
8. America		
9. Newspapers		
10. Getting Good Jobs		

Now that you have written your opinions and reasons for these ten topics, see if you can think of some other topics that you have opinions about. Put them below and for each one put down your opinion and the reasons you hold that opinion. Try to list your reasons according to the ones you think are the best, the next best, and so on.

Topic	Opinion	Reasons
1.		
2.		
3.		
4.		
5.		
6.		

Topic	Opinion	Reasons
7.		

After you have completed this activity, you can discuss your answers with your teacher and/or your classmates. You should be able to tell why you think some of your reasons are very good and to state what your opinions are. This discussion may lead your class to do some research on the topics above.

4. HOW I USE MY TIME

This is the main thing you should learn: At the end of this lesson, you should have a better understanding of how you use your time and how you would like to use your time.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to state how you spend your time during a normal day.
2. Be able to state how you would like to spend your time during a normal day.
3. Be able to compare how you would like to spend your time with how you actually do spend your time and think about making changes in how you spend your time.

Activity 1

How we spend our time, and how we think we spend our time, is often different. In this activity, you can think about how you spend your time.

On the pages below you will find sheets divided into half hour sections. Each of these sheets takes you through an entire day. On sheet #1, write down as much as you can remember of what you did yesterday. Start early in the morning and try to remember what you did for the entire day. Record what you did for each half hour under the heading "What I Did." Next to that, write down how you felt during each half hour. Write down whether you felt good, bad, didn't care, or other feelings you might have had. Try to remember your feelings and what you did as best you can. Don't worry if you are not exact or if you can't remember part of your day. Just do the best you can.

On sheet #2, think about what you would like a day to be like if it could be any way you wanted it to be. Think about what you would do in the morning, the afternoon, and the evening. Be sure to consider your need for sleep, for activity, and other general things that people need. Divide your day again into half hour time blocks and write down what you would do and how you think you would feel.

On sheet #3, compare your day yesterday with your ideal day. How are they the same? different? In the place marked "How My Days Are The Same" list as many things as you can find that are the same in the two days, both in what you did and how you felt. In the place marked "How My Days Are Different" list as many things as you can find that are different about your two days, both in what you did and how you felt.

Discuss your answers with your teacher and/or your classmates.

4. Sheet #1 - How I Use My Time

My Day Yesterday

Time	What I Did	How I Felt
7 AM		
7:30		
8 AM		
8:30		
9 AM		
9:30		
10 AM		
10:30		
11 AM		
11:30		
12 Noon		
12:30		
1 PM		
1:30		
2 PM		
2:30		
3 PM		
3:30		
4 PM		
4:30		
5 PM		
5:30		
6 PM		
6:30		

4. Sheet #1 Continued

Time	What I Did	How I Felt
7 PM		
7:30		
8 PM		
8:30		
9 PM		
9:30		
10 PM		
10:30		
11 PM		
11:30		
12 Midnight		
12:30		
1 AM		
1:30		
2 AM		
2:30		
3 AM		
3:30		
4 AM		
4:30		
5 AM		
5:30		
6 AM		
6:30		

4. Sheet #2 - How I Would Like To Use My Time

What I Would Like My Day To Be Like

Time	What I Would Like To Do	How I Would Feel
7 AM		
7:30		
8 AM		
8:30		
9 AM		
9:30		
10 AM		
10:30		
11 AM		
11:30		
12 Noon		
12:30		
1 PM		
1:30		
2 PM		
2:30		
3 PM		
3:30		
4 PM		
4:30		
5 PM		
5:30		
6 PM		
6:30		

H1-1-19.

4. Sheet #2 Continued

Time	What I Would Like To Do	How I Would Feel
7 PM		
7:30		
8 PM		
8:30		
9 PM		
9:30		
10 PM		
10:30		
11 PM		
11:30		
12 Midnight		
12:30		
1 AM		
1:30		
2 AM		
2:30		
3 AM		
3:30		
4 AM		
4:30		
5 AM		
5:30		
6 AM		
6:30		

4. Sheet #3 - Comparing My Two Days

How My Days Are the Same	How My Days Are Different

5. FINAL ACTIVITY

This is the main thing you should learn: At the end of this lesson, you should be able to summarize what you have learned about yourself in this unit.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to state what you have learned in this unit.
2. Be able to state what things about yourself are the same as in other people and different from others.

Activity 1

You have now completed a number of activities which helped you explore things about yourself, and you may have learned things about your feelings, thoughts, opinions, and how you use your time. Now take some time to look back at the work you have done and think about "what have I learned about myself?" Carefully make a list of things you have learned about yourself. Include as many things as you can think of, no matter how small.

I learned:

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______

(Use the back of this sheet if you need more room)

Discuss your answers with your teacher and/or your classmates.

Activity 2

Think about yourself again. What things about yourself do you think are the same as that of other people in the class? What things are different? Look back at the work you have done for this unit and list things about your feelings, thoughts, opinions, and how you use your time in the proper places below.

Things About Myself Which Are The Same As Other People In The Class.	Things About Myself Which Are Different From Other People In The Class.

Discuss your answers with your teacher and/or your classmates.

Activity 3

Again think about yourself. What things do you think are the same as that of other people, black and white, living in Germantown? What things are different? Look back at the work you have done for this unit and list things about yourself in the proper spaces below.

Things About Myself Which Are The Same As Other People Living In Germantown	Things About Myself Which Are Different From Other People Living In Germantown

Discuss your answers with your teacher and/or your classmates.

THINKING MORE ABOUT MYSELF

What this unit is about: This unit is about yourself and such things as why you do the things you do, your strengths and weaknesses, your goals, and decisions you might make.

These are the main topics of the unit:

1. Thinking More About Myself
2. My Goals
3. Making Decisions
4. Final Activity

This is why this unit is important to you:

In this unit, you take a further look at yourself. How and what you know of yourself is important both to help you see yourself as you are and also to help you learn to work with others. If you want to successfully make decisions for yourself and be successful in what you do, it is important that you know yourself.

To do this unit, you need the following skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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1. THINKING MORE ABOUT MYSELF

This is the main thing you should learn: You have certain traits which are a part of you. You also have different parts of yourself which affect your thoughts and actions.

These are the things you should be able to do when you have finished this lesson:

1. Be able to state which traits you think belong to you and which do not.
2. Be able to see a pattern among the traits which you think are yours.
3. Be able to state what your parent, child, and adult parts are and how they relate to you.

This is the information you need:*

Some experts who study human beings believe there are three different parts to all of us which affect our thoughts about ourselves and our actions. These three parts are:

The Parent Part: Things we have learned and copied about ourselves from our parents.

The Child Part: Things we learned to do and believed when we were children.

The Adult Part: Our present part in which we try to find out what is real and not real and try to act according to our current situations.

All of us have these three parts. When we are acting, thinking, feeling as we saw our parents do, we are using our parent part. When we are thinking, feeling, and acting as we did when we were children, we are using our child part. When we are dealing with a present situation, collecting information, and trying to find answers, we are using our adult part.

Some further information:

Criticizing often comes from our parent part;
Loving often comes from our parent part;

Joy and Laughter often come from our child part;
Rebelling often comes from our child part;

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* Parts of this lesson were adapted from James and Jongeward, Born To Win, Addison-Wesley Publishing Company, 1971.

Problem solving often comes from the adult part;
Logical thinking often comes from the adult part.

Activity 1

Think about the things you do or say now that you might have copied from parents or older people who helped raise you. Think about the things you might say or do with friends, brothers and sisters, younger children, and other people you know. Make a list of as many things that you can think of that you say and do that you have copied from a parent or older person who helped raise you.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Discuss these with your teacher and/or your classmates.

Activity 2

Think about things you say and do now that you might have done as a child. Think about the times you laugh a lot, or the times you might throw temper tantrums, or the times you say no to an older person. Make a list of as many things that you can think of that you say and do that you did when you were a child.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Activity 3

Think about things you say and do now where you really try to look at the situation carefully, collect information, and on the basis of the facts make a good decision. Make a list below of the situations when you have made decisions that way.

1.

2.

3.

4.

5.

6. ____

7. ____

Activity 4

Questions to Answer:

1. Think about one way you used to get things as a child that you still use now. Write it below.

2. Think about one thing you did for fun as a child that you still do now. Write it below:

3. Imagine you are at home alone on a stormy night. You have been asleep for several hours. The doorbell rings unexpectedly and you look at a clock and see it is 3:30 in the morning.

   What would be your feelings and thoughts?

   How would you have felt as a child? Do you feel this now?

   What would each of your parents or the people who raised you have done? Would what you do be like what they would have done?

   What do you think is the best thing to do? Why?

4. Imagine you have gone to work at your job as usual. The boss is there to meet you. He looks tense and angry. He immediately gets very angry with you for something you forgot to do.

What are your feelings and thoughts? What would you do?

How would you have felt as a child if the boss had been a parent or a teacher? Do you feel this now?

What would your parents or the people who raised you have done? Would you be like either of them?

What do you think is the best thing to do? Why?

Discuss your answers with your teacher and/or the rest of the class.

Activity 5

Now that you have thought about the things that you say and do and why you may say and do these things, we would like you to think more generally about yourself. Below are listed many things about people and what they think and do. Put an X next to those things which are like you. Leave blank any that you do not think are like you. Put a ? next to those that you are not sure about.

1. ________ I like myself.

2. ________ I am afraid of or hurt by others easily.

3. ________ People can trust me.

4. ________ I usually put up a good front.

5. ________ I usually say the right thing.

6. ________ I feel bad about myself.

7. ________ I am fearful of the future.

8. ________ I depend on others for ideas.

9. ________ I often waste time.
10. ________ I use my talents.
11. ________ I think for myself.
12. ________ I know my feelings.
13. ________ I use time well.
14. ________ I can't hold a job.
15. ________ I trust myself.
16. ________ I usually say the wrong thing.
17. ________ I enjoy people.
18. ________ I don't enjoy being the sex I am.
19. ________ I easily get discouraged about life.
20. ________ I don't like to be around people.
21. ________ People avoid me.
22. ________ I often do the wrong thing.
23. ________ I enjoy work.
24. ________ I usually control myself.

Try to look at all the answers you marked with an X. Do they have something in common? If so, what? Write it below.

Make a list below of the things listed above that you would like to change.

The more people think of themselves as a "winner"; as able to be successful and do things successfully - the more likely it is that they will be able to succeed. Do you think that this is true?

Do you think of yourself as able to be successful? Why or why not? Write your answer below.

Discuss your answers with your teacher and/or your classmates.

Activity 6

All of us have things about ourselves which we think of as strengths and things which we think of as weaknesses. Each of us is different. Some strengths we might not even think about such as taking care of a brother or sister, making dinner, knowing how to use certain tools, being kind to some people.

Make a list below of the things you think are your strengths and the things which are your weaknesses. Spend some time thinking about these things. List as many things as you can, no matter how small.

Strengths	Weaknesses

Write some sentences about your strengths and weaknesses. Discuss things you do well and how you might do them better or use them for your's and other's benefit . Discuss your weaknesses and some things you might do to change. Try to be honest with yourself -- if there are things you think you cannot change about yourself then say so. Try to write as much about this as you can. You will discuss this with your teacher and/or your classmates.

2. MY GOALS *

This is the main thing you should learn: At the end of this lesson, you should have a better understanding of your goals and how to reach them.

These are the things you should be able to do when you have finished this lesson:

1. Tell what a number of your goals are.
2. Tell when you want to achieve your goals.
3. Tell what you can do and can't do at the present time.
4. Tell how you feel about goals and reaching goals.
5. Be able to tell what things you need to do to achieve goals.
6. Tell what prevents people from reaching goals.
7. Check on your own progress in reaching goals.

Activity 1

One of the most important things you need to recognize in yourself is what you can and cannot do. It is important in this task that you be realistic about what you can and cannot do. This honest thinking will help you in deciding on some goals for yourself.

In the spaces below make a list of important things that you cannot do. You can write anything which seems important to you like driving a car, owning a house, getting a good job, and others. Write down as many as you can think of.

I CAN'T DO THESE THINGS RIGHT NOW:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

---

* This lesson is adapted from a goals manual developed by Dr. Richard DiCharms at Washington University, St. Louis, Missouri, mimeographed copy.

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

(Use the back if you need more room.)

There are also many things that you can be and do right now. These abilities that you have can be in school, on the street, in the home, and making friends, and others. In the spaces below write down as many things that you can think of that you can do.

I CAN DO THESE THINGS:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

(Use other side for more room.)

Now you can discuss these things with your teacher and/or your classmates.

Activity 2

In this activity you can think of the goals you want to achieve and when you want to achieve them. Think about all the different goals you might want to achieve. These may be personal goals; they may be goals related to a future job or jobs; they may be goals related to things you like to do, such as play ball or sew; they may be goals of being on your own; they may be any kind of goals you want to achieve. Put your goals in the spaces below according to when you want to achieve them.

GOALS AND WHEN I WANT THEM

I WANT THESE GOALS TODAY

____

____

____

____

I WANT THESE GOALS THIS WEEK

____

____

____

____

I WANT THESE GOALS THIS MONTH

____

____

____

____

I WANT THESE GOALS THIS YEAR

____

____

____

____

I WANT THESE GOALS AFTER I GET OUT OF HIGH SCHOOL

____

____

____

____

MY MAIN GOALS IN LIFE

____

____

____

____

Now that you have listed your goals and when you want to reach them, you can look at how much you want to reach them. In order to do this, we will use a code instead of writing out a whole word. We will write in letters to take the place of words. The code is listed below:

V.I. = Very Important

I. = Important

N.T.I. = Not Too Important

I.D.C. = I Don't Care

Think how badly you want these goals. Next to each goal write the letters that match how important the goal is to you.

After you have gone back and marked how important each of the goals is to you, think about how able you are at the present time to reach your goal. Some goals you probably have the ability to reach now, while others you will have to develop more ability to get. Now, look at each of your goals on the goal sheet you made and decide honestly and realistically how able you are to reach each of your goals. Again, we'll use a code to indicate your ability. The code is:

V.A. = Very Able

A. = Able

A.A. = Almost Able

N.A. = Not Able

Think how able you are to achieve these goals. Next to each goal write the letters that match how able you are.

Now discuss your goals, which goals are important and not important, and how able you are to reach your goals, with your teacher and/or classmates.

Activity 3

In the space below, copy over the words that are written down here. Copy them in any way you want. Be creative in how you copy them. Make them fancy. Put them at an angle. Do them in any way you wish.

PLANNING PREPARATION PRACTICE PERSISTENCE PATIENCE

PROGRESS PERFECTION

Now think about these words. These words are very important in helping you to reach your goals. In the first place, it is necessary to plan how to reach goals. Goals just don't happen - they need to be thought about. What steps do you need to take to reach important goals? Planning is very important. Preparation is also very important. You need to get ready to achieve goals. You need to think that you can reach your goals. You need to get ready to spend a long time reaching your goals. These are two important things you can do to help you reach goals.

Another is practice. It is difficult to learn to do something one time. It takes many times to learn to do something well. And while you are practicing, you will need to be persistent - to try and try again. Sometimes this is difficult, but it is important. You will also need patience. It is very easy to give up and say I can't do it. Or to blame someone else because you can't do it. But you must have patience and keep trying to reach your goals.

You will also need to keep track of your progress, and try to a your goal perfectly. No one can achieve perfection, but if you keep trying you can probably reach your goals. The more you practice, the more you progress you will probably make, and the closer you will com to perfection.

Now pick one of the goals you listed in Activity 2 that you woul like to achieve. Think about how you are going to reach that goal. Answer the following questions:

A. In planning to reach my goal, these are the things I will have to do:

B. In preparing myself to reach my goals, I can:

C. The things I can do to practice reaching my goals are:

D. I need to be persistent and patient in trying to reach my goal. I will have to work a long time and practice often. This is how long I will have to work to achieve my goal and how many times I will have to practice:

E. I need to keep track of my progress. The way I will keep track of my progress is to:

Now discuss your answers with your teacher and/or your classmates.

Activity 4

A person who sets goals for himself, who takes personal responsibility for his actions, who plans, prepares, pratices, persists, has patience, tries to make progress and reach his goal is called an Origin. He may not always reach his goal, but he believes he can reach his goal most of the time.

Now the other kind of a person is called a pawn. A pawn is a person who gets pushed around by everyone, who does things because others tell him to. He expects others to do his work for him. He doesn't try to get to his goals. He waits for luck to get them for him.

If there is something that an origin feels he can do, but he can't, he tries to find other ways to get to his goal. Often an origin sees that there are blocks that keep him from his goals. Sometimes the blocks are real; other times they are not. But an origin doesn't let the blocks stop him from trying to reach his goals.

In the space below write down some of the blocks that you think are keeping you from reaching your goal.

Some blocks that are keeping me from reaching my goal are:

Now think about how you might remove some of those blocks and still be able to reach your goal. Also think about whether the blocks you see are real or not real. Write down below some ways you think you might be able to remove some of the blocks stopping you from reaching your goal:

Discuss these with yoru teacher and/or your classmates.

Activity 5

Think about your career goal. What is one career you would like to obtain. Now think about the following:

1. How realistic is it to obtain that goal? How long will it take? Do you have the patience? Can you plan for it? Are you persistent enough? Write your answer in the space below.

2. Think about your goal again. If you still want that as your goal, write it again in the space below. If you want to think about your goal again, talk to someone at school about it, and come back to this space later to finish the rest of the questions.

3. Once you have decided on a goal, write down how important it is to you that you reach that goal. Write either very important, important, not very important, or I don't care.

4. How will you feel if and when you reach your goal? Write down what you think your feelings will be.

5. How will you feel if you do not reach your goal? Write down what you think your feelings will be.

6. Do you have the ability to reach that goal? What kind of abilities do you need to reach the goal? Find out and write down what kind of abilities you will need.

7. What kind of blocks (personal and otherwise) do you think will keep you from reaching your career goal? List them below.

8. What can you do to remove these blocks to move you closer to your goal?

9. How will you check up on your progress? Make up some way to check on your progress. Write down the things that you need to do to reach your goal and keep the list. As you complete each thing (they may take you a long time), check them off on your list so you can realize that you are reaching your goal. You will need to be persistent and have much patience, and also practice much, in trying to reach your goal.

List of things I need to do to reach my career goal:

Discuss your answers with your teacher and/or your classmates.

Activity 6

Answer the following questions:

1. I often try to get the goals that I want to reach. YES NO

2. Some of the things I have done in the past to reach my goals have been:

3. When I get what I want, I feel:

   a) very good
   b) good
   c) that I don't care
   d) bad

4. Which way is it better to succeed at reaching a goal?

   a) Because you worked to get it.
   b) Because someone gave it to you.
   c) Because the goal was so easy to reach that you didn't have to do anything to get it.

5. Would you feel better if you reached a goal because:

   a) you worked hard.
   b) the goal you set was very easy to reach.

6. What kind of goal is best to set?

   a) A very easy goal.
   b) A goal that is a little hard.
   c) A very hard goal.

7. When you don't reach a goal you set for yourself, what do you usually say:

   a) It was my fault.
   b) It was someone else's fault.

Discuss your answers with your teacher and/or your classmates.

3. MAKING DECISIONS

This is the main thing you should learn: The ways you make decisions about difficult situations and how your decisions are the same or different from those of others.

These are the things you should be able to do when you have finished this lesson:

1. Be able to decide how to act in a variety of different situations.

2. Be able to discuss your decisions and the reasons for your decisions and understand why others may have decided differently from you.

Activity 1

People often have difficulty making decisions about situations* such as those described below. Read each situation and underneath each one write down what you would do. Also include the reasons why you decided each situation the way you did. Try to write as much about your decision and the reasons for your decision as you can. Ask your teacher if you need help.

For each situation you should also answer the question: "Was deciding your answer to this situation easy or hard for you?" Circle the word "easy" or "hard" for each situation and tell why deciding was easy or hard for you. Start by writing "This situation was (easy or hard) to decide because___________." Discuss your answers with your teacher and/or your classmates.

Situation 1

You are flunking a course. It's the day before the exam, and somehow a friend of yours has gotten hold of a copy of the test. If you look at it, you'll surely pass the course. Your friend doesn't have the answers, only the questions.

This is what I would do: (give reasons)

Was deciding your answer to this question easy or hard for you?

(Circle one) EASY HARD

---

*These situations are taken or adapted from Search For Values, Dimensions of Personality Series. The Center For Learning, Inc., Villa Maria, Pa.

Why? (Write your answer below)

Situation 2

You are shopping, and you find a wallet with one hundred dollars in it. The name of the person who lost the wallet is inside; it is a student who has been working without pay at a local community center to help young Black students get into college. The student is white.

This is what I would do: (give reasons)

Was deciding your answer to this question easy or hard for you?

(Circle one) EASY HARD

Why? (Write your answer below)

Situation 3

You are host to a foreign student from Africa. He is a nice person, but he has trouble speaking English and you cannot talk to him very well. You want to go out with your friends at night, but if you go out, your guest will be left alone.

This is what I would do: (give reasons)

Was deciding your answer to this question easy or hard for you?

(Circle one) EASY HARD

Why? (Write your answer below)

Situation 4

You and your brother share a bedroom. One day you find a small amount of heroin in the desk drawer. You're worried about what will happen to your brother, but don't want to tell anyone for fear he'll get into trouble.

This is what I would do: (give reasons)

Was deciding your answer to this question easy or hard for you?

(Circle one) EASY HARD

Why? (Write your answer below)

Situation 5

You are a witness to a hit and run accident: a little boy was killed. Later you see in the newspaper that the police are looking for witnesses to the accident. They say that anyone who can give them information will not have his name told to anyone. Your problem is that the driver of the car was a friend of yours.

This is what I would do: (give reasons)

Was deciding your answer to this question easy or hard for you?

(Circle one) EASY HARD

Why? (Write your answer below)

Situation 6

You work in a department store and your boss gives you a discount (you pay less) for things you buy for yourself. When a friend asks you to buy a transistor radio for him, you realize that you can buy the radio and charge your friend the regular price, so you can make money on the deal. You really could use the extra money.

This is what I would do: (give reasons)

Was deciding your answer to this question easy or hard for you?

(Circle one) EASY HARD

Why? (Write your answer below)

Other Situations (Your teacher might add some other situations to this list.)

Activity 2

This activity may be difficult for you to do, and if you cannot do it, tell your teacher.

See if you can think of situations in which you have had difficulty making decisions. You might try to think of situations which involve your family, friends, school, and other people. In the spaces below, try to think of three situations which have been difficult for you and for each situation tell what you did decide and why. Discuss your answers with your teacher and/or your classmates.

Situation 1

What did you decide to do and why?

Why was this situation difficult for you to decide?

Situation 2

What did you decide to do and why?

Why was this situation difficult for you to decide?

Situation 3

What did you decide to do and why?

Why was this situation difficult for you to decide?

4. FINAL ACTIVITY

This is the main thing you should learn: At the end of this lesson you should be able to summarize what you have learned about yourself in this unit..

These are the main things you should be able to do when you have finished this lesson:

1. Be able to state what you have learned in this unit.
2. Be able to state what things about yourself are the same as in other people and different from others.

Activity 1

You have now completed a number of activities which helped you explore things about yourself, and you may have learned things about why you do the things you do, your strengths and weaknesses, your goals, and decisions you might make. Now take some time to look back at the work you have done and think about "What have I learned about myself?" Carefully make a list of things you have learned about yourself. Include as many things as you can think of, no matter how small.

I learned:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

(Use the back of this sheet if you need more room.)

Discuss your answers with your teacher and/or your classmates.

Activity 2

Think about yourself again. What things about yourself do you think are similar to those of other people in the class? What things are different? Look back at the work you have done for this unit and list things about why you do the things you do, your strengths and weaknesses, your goals, and decisions you might make in the proper places below.

Things about myself which are the same as other people in the class.	Things about myself which are different from other people in the class.

Discuss your answers with your teacher and/or your classmates.

Activity 3

Again think about yourself. What things do you think are similiar to those of other people, Black and white, living in Germantown? What things are different? Look back at the work you have done for this unit and list things about yourself in the proper spaces below.

Things about myself which are the same as other people living in Germantown	Things about myself which are different from other people living in Germantown

Discuss your answers with your teacher and/or your classmates.

Activity 4

The more people think of themselves as a "winner"; as able to be successful and do things successfully - the more likely it is that they will be able to succeed. Do you think that this is true?

Do you think of yourself as able to be successful? Why or why not? Write your answer below.

Discuss your answers with your teacher and/or your classmates.

Activity 5

All of us have things about ourselves which we think of as strengths and things which we think of as weaknesses. Each of us is different. Some strengths we might not even think about such as taking care of a brother or sister, making dinner, knowing how to use certain tools, being kind to some people.

Make a list below of the things you think are your strengths and the things which are your weaknesses. Spend some times thinking about these things. List as many things as you can, no matter how small.

Strengths	Weaknesses

WHAT PEOPLE THINK OF ME

What this unit is about: This unit is about your ideas of what other people think of you and why.

These are the main topics of this unit:

1. Feeling worthwhile and not worthwhile.
2. What would these people think of me?
3. Thinking about other people.
4. The effects of my actions on others.
5. Some specific situations.
6. Who cares about me.
7. Decisions and events which have affected my life.
8. Final activity.

This is why this unit is important to you:

It is important to think about how other people think about you and why. You can begin to understand why you think yourself the way you do and how other people affect you. This is important when you are at a job and you will have to deal with many different kinds of people. They will treat you differently. If you can try to understand them it may help you to deal with them at that time.

To do this unit, you need the following skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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1. FEELING WORTHWHILE AND NOT WORTHWHILE

This is the main thing you should learn: People, in general, think about other people as if they are worthy or unworthy. They treat you in different ways according to how they think about you.

These are the things you should be able to do when you have finished this lesson:

1. Tell what the four basic positions are that people can take about themselves and about others.
2. Tell how you think you usually think about yourself and others.
3. Tell how other people think and feel about you.

This is the information you need:

Some experts who study human beings have found that, in general, most people think that they are either worthy (O.K.) or unworthy (not O.K.). They believe that there are four basic positions that people can take about themselves and others.

Position 1 - I'm O.K. -- You're O.K.

This person generally thinks about himself and about other people as if they are O.K. He believes that, in general, he can trust other people. He generally likes himself. This person can generally solve problems and work with other people. (Note: to take this position does not mean that you do not trust some other people. But it does mean that this person starts by thinking about other people as if he/she can trust them. If people always do something to show that they cannot be trusted, then that person or persons might not be trusted. But other people still will be trusted).

Position 2 - I'm O.K. -- You're Not O.K.

This person generally feels like a victim of others. He generally feels persecuted by others. He almost always blames others for his miseries. He generally looks at himself as the "good guy." He sees other people as the "bad guys."

Position 3 - I'm Not O.K. -- You're O.K.

This person often feels powerless and not as good as other people. He is often separated from other people and depressed. In general, this person blames himself for everything that happens to him. He always sees himself as the "bad guy" and other people as the "good guys."

Position 4 - I'm Not O.K. -- You're Not O.K.

People with this basic position about life see both themselves and other people as the bad guys. They often believe life isn't worth living at all. They also often lose interest in living. They can be extremely difficult to live with.

Here are some questions to see if you learned the important things: Write the answer below:

1. What is it that some experts have found out about human beings?

2. What are the four basic positions that people can take about themselves and others? Tell what each of these positions are in your own words.

Check your answers with your teacher.

Activity 1

Here are some other questions you can answer about yourself:

1. What do you generally think about yourself? Do you think of yourself as worthwhile? As not worthwhile? In the space below write as many words as you can think of which tell how you think of yourself.

2. What do you generally think about other people? Do you think about other people as being worthwhile? As not worthwhile? In the space below write as many words as you can think of which tell how you think about other people.

Activity 2

This activity is difficult to do, but very important. Think about the different people you come into contact with. These may include parents, relatives, friends, teachers, many other workers in many places. How do they think about you? Think about what they say to you. Think about how they have treated you. This may have affected how you think about yourself - especially whether you see yourself as O.K. or not O.K. Make a list of these people below. Next to each person write down the things they might have said to you or ways they may have treated you which could have affected your thoughts about yourself. (Use the next page for this activity.)

Name of Person	Things Said to You and/or Ways You Were Treated
(Example:) (Mother)	(Often hits me for doing something wrong) (Hugged me when I went to bed) (Told me she loved me)

Discuss your answers with your teacher and/or classmates.

2. WHAT WOULD THESE PEOPLE THINK OF YOU?

This is the main thing you should learn: You should begin to understand how you think other people think about you and why. You should also begin to learn how changing your own behavior may affect how other people treat you.

These are the things you should be able to do when you have finished this lesson:

1. Tell how a number of different people might think about you and treat you.
2. Tell why you think people think about and treat you the way they do.
3. See how changing your behavior affects the way other people think about you and treat you.

Activity 1

Below are listed a number of different kinds of people. Some of them you might know and others you might not know personally. If these people were to meet you, what do you think they would think about you? What would they say to you? How would they treat you? For each person, finish the sentences listed. Add as many sentences as you can to finish your thoughts.

1. A friend's parent.

A friend's parent, when thinking about me, would think that:

A friend's parent might say to me:

In their actions towards me, a friend's parent would:

2. A policeman

A policeman, when thinking about me, would think that:

A policeman might say to me:

In his actions towards me, a policeman would:

3. A teacher

A teacher, when thinking about me, would think that:

A teacher might say to me:

In his actions towards me, a teacher would:

4. A boyfriend or girlfriend

A boyfriend or girlfriend (choose one), when thinking about me, would think that:

A boyfriend or girlfriend might say to me:

In his/her actions towards me, a boyfriend or girlfriend would:

5. A good friend

A good friend, when thinking about me, would think that:

A good friend might say to me:

In his/her actions towards me, a good friend would:

6. An owner of a small business in Germantown

An owner of a small business in Germantown, when thinking about me, would think that:

An owner of a small business in Germantown might say to me:

In his actions towards me, an owner of a small business in Germantown would:

7. A gang member

A gang member, when thinking about me, would think that:

A gang member might say to me:

In his actions towards me, a gang member would:

Other: (Your teacher or you can add other people to this list and answer the questions above.) (Use a separate piece of paper to answer the questions about other people.)

Discuss your answers with your teacher and/or your classmates.

Activity 2

Think about this -- how do you know how these people think about you? Have you had contact with the people listed in Activity 1 before? How have you treated them?

For each person listed, tell how you know what these people might think of you.

Person	I know they would think of me this way because:
1. A friend's parent	
2. A policeman	
3. A teacher	
4. A boyfriend or girlfriend	
5. A good friend	
6. An owner of a small business in Germantown	
7. A gang member	

Other:

Activity 3

Try an experiment. Change your behavior towards some of these people or other people that you know. Do things like try to be more pleasant. Try to explain more to them how you feel. Try to understand why the other person may be acting the way he/she does. Try to talk to them more often. Try to do this a lot. Does it make any difference in how they treat you? Below write down the names of the people who you are going to try this with. Write down how you changed, and what the results were. Discuss what happened with your teacher and/or your classmates.

Person	How I Changed	Results

3. THINK ABOUT OTHER PEOPLE

This is the main thing you should learn: Other people grow up with many different experiences which affect the way they think about us and act towards us. This in turn affects the way we think about them.

These are the things you should be able to do when you have finished this lesson:

1. Explain how other people's experiences may have affected the way they think about us.

Activity 1

Sometimes it is hard for us to understand why others feel the way they do towards us. It sometimes requires extra special thinking -- by putting outselves in the shoes of other people. Below are a list of different people who might have some ways of thinking about us or treating us. For each person try to imagine what would make them think about us in a certain way. For example, what were their lives like? Are they happy or unhappy? Do they feel worthwhile or not worthwhile? Are they affected by other people around them? For each person write some sentences which would tell something about them that might affect how they think about us.

(Example: a parent -- grew up in the South, can't find a good job...)

(Note: for some of these people, you might want to talk with your teacher or even with them in order to find out more about them.)

1. A parent or close relative:

2. A policeman

3. A teacher

4. A minister

5. A gang member

6. An older white businessman in Germantown

7. A younger Black businessman in Germantown

8. A former gang member working with gangs

9. A former drug addict

10. A possible employer

Other: Add your own names to the list

You might want to do some research about these people. Develop some questions you might ask them. Spend some time finding out more about these and other people. If you are interested in this, see your teacher. Discuss your answers with your teacher and/or your classmates.

4. THE EFFECTS OF MY ACTIONS ON OTHERS

This is the main thing you should learn: The actions you take have a lot to do with how other people see you.

These are the things you should be able to do when you have finished this lesson:

1. Tell how much you are willing to let others know about you.
2. Tell what things you are willing to be responsible for and not responsible for.

Activity 1

How others think about you is sometimes related to how you act towards them. Two things may affect how others think of you. These are how much you are willing to tell other people about yourself and how you feel. Below are some questions to answer about how much you are willing to tell about yourself to others. Put a check mark in the box next to each statement to show whether you agree or disagree with each statement.

Statement	Agree	Disagree
1. I don't really tell much about myself to anyone.		
2. I don't really tell much about myself to myself (I don't care to know myself fully).		
3. I let only one person know my real self.		
4. I let my real self be known only to a few special people.		
5. I let my real self be known to anyone who cares to know me.		

Now in the space below write a short story entitled "The Real Me I'm Willing to Share With Other People." Write as much about yourself as you are willing to share with other people in the class.

THE REAL ME I'M WILLING TO SHARE WITH OTHER PEOPLE

Discuss your answers with your teacher and/or your classmates.

Activity 2

Often other people judge us by our willingness to take responsibility for what we do. Each of us has things we are willing to be responsible for. We also have other things we are not willing to be responsible for. Some people are willing to take on responsibilities in their homes--others are not. Some people are willing to take some responsibility for what happens in their neighborhood -- others are not. Some people are willing to accept responsibilities in school -- others are not. In the chart below, list specific things you are willing to be responsible for. Also list things which you are not.

	I am willing to be responsible for:	I am not willing to be responsible for:
1. In my home:		
2. In school:		
3. In the neighborhood:		
4. In the church:		
5. In the streets:		

Write a short story below entitled "How The Things I Am And Am Not Willing To Be Responsible For Affects How Other People See Me." Think about how the things you are willing to do and not to do affects other people. Write down as much as you can for this story.

HOW THE THINGS I AM AND AM NOT WILLING TO BE RESPONSIBLE FOR AFFECTS HOW OTHER PEOPLE SEE ME

Discuss your answers with your teacher and/or your classmates.

5. SPECIFIC SITUATIONS

This is the main thing you should learn: People say different things to people for different reasons, and they think about people in different ways.

These are some things you should be able to do when you have finished this lesson:

1. Analyze why people might say different things to you, and how different people might think and feel about you.

Activity 1*

Other people often say things which indicate how they feel about you. Look at the following statements. If someone said this to you, what do you think they might mean? Why would they say it to you?

For each statement listed below write down a situation in which someone might say it to you. Also write down what you might say or do to the person who said it to you.

Think about: How does that person feel and think about you?

Statement 1

A white person to you: "Your people are so happy all the time." *

In what situation might someone say this to you? Write it below:

What would you say or do after the person said it to you?

How does that person think and feel about you?

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* Parts of this activity are adapted from Epstein, Affective Subjects in the Classroom, Intext Publishers, 1972. Statements used from this book are starred.

Statement 2

A person who is interviewing you for a job: "You should have gotten here five minutes sooner. We hired someone else for the job."*

In what situation might someone say this to you? Write it below:

What would you say or do after the person said it to you?

What does the person think and feel about you?

Statement 3

Someone who knows you well: "You're just fooling yourself if you think you can get anywhere in Whitey's world."

In what situation might someone say this to you? Write it below.

What would you say or do after the person said it to you?

What does this person think and feel about you?

Statement 4

A person who listens to you when you have a problem and doesn't try to tell you what to do.

In what situation might that happen? Write it below:

What would you say or do after the person had listened to you?

How does that person think and feel about you?

Statement 5

A person who hugs you when you're feeling low.

In what situation might that happen? Write it below:

What would you say or do after the person had done that?

How does that person think and feel about you?

Statement 6

A white businessman in Germantown who complains to you about all the things that are stolen from his store and how afraid he is.

In what situation might he say that to you? Write it below:

What would you say or do after he had said it to you?

How does he think or feel about you?

Statement 7

The landlord who gets angry and says "You people are all alike" when your family doesn't have rent money on the first of the month.

In what situation might he say that to you? Write it below:

What would you say or do after he said it to you?

How does that person think and feel about you?

Statement 6

A white businessman in Germantown who complains to you about all the things that are stolen from his store and how afraid he is.

In what situation might he say that to you? Write it below:

What would you say or do after he had said it to you?

How does he think or feel about you?

Statement 7

The landlord who gets angry and says, "You people are all alike" when your family doesn't have rent money on the first of the month.

In what situation might he say that to you? Write it below:

What would you say or do after he said it to you?

How does he think or feel about you?

Statement 8

A white person says to you: "I think your people have made great progress."*

In what situation might someone say this to you? Write it below:

What would you say or do after the person said it to you?

How does that person think and feel about you?

Statement 9

A white person explains to you that white people are moving out of Germantown. They are afraid for their own safety and the safety of their children.

In what situation might someone say this to you? Write it below:

What would you say or do after the person said it to you?

How does that person think and feel about you?

Statement 10

A white person who says to you: "I like the way you handle yourself. You're hired."

In what situation might he say that to you? Write it below:

What would you say or do after he said it to you?

How does he think and feel about you?

Now go over each situation with your teacher and/or your classmates. If you have any difficulties doing this activity, speak to your teacher to get some help.

6. WHO CARES ABOUT ME

This is the main thing you should learn: You should learn more about who cares about you.

These are the things you should be able to do when you have finished this lesson:

1. Tell who are the people you know personally.
2. Decide which people care about you more than others.
3. Know ways to make the persons who care about you least care about you more.

Activity 1

In the space below, list the names of up to twenty people whom you know personally, and how you know them. Don't worry about how many people you list. You may think of five; you may think of twenty. Try to include as many different kinds of people as you can. These may be relatives, friends, teachers, schoolmates, shopkeepers, and any others.

Name of Person (Or What That Person Does)	Way You Know That Person
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

Name of Person (Or What That Person Does)	Way You Know That Person
15.	
16.	
17.	
18.	
19.	
20.	

Now put these names of people in order from one to twenty. Put the person who cares about you the most as number one. Put the person who next cares about you the most as number two, and so on, until you have put your entire list of people in order. The first person should be the one whom you think cares about you the most. The last person should be the one whom you think cares about you the least.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Can you think of any ways you could make the persons who care about you less than the others care about you more? What could you do to change their feelings? Anything? List below anything you can think of that you could do to change the feelings of those who do not care for you as much as the others.

I could change their feelings by:

(Use the back of this sheet if necessary.)

Discuss your answers with your teacher and/or your classmates.

7. DECISIONS AND EVENTS WHICH HAVE AFFECTED MY LIFE

This is the main thing you should learn: You should learn about some decisions and events that happened which had an effect on your life.

These are the things you should be able to do when you have finished this lesson:

1. List the major decisions and events which have affected your life.
2. Be able to imagine what your life would have been like if one event or decision had been different.

Activity 1

Decisions have been made by many people, including yourself, which have affected your life. Events have taken place which have also affected your life. Some of these decisions and events took place even before you were born. Your job is to list decisions and events which have affected your life in some way. You should try to find out about these decisions and events. Talk to as many people as you can about what decisions were made and what events took place. Events such as moving from one place to another, someone getting married, someone being born, someone dying, someone getting or not getting a job are examples. Also put down the date that the decision or the event was made. Do it as close to the exact date as possible. It doesn't have to be the exact date; just as close to the exact date as you can.

Decisions or events	Date
(Before you were born)	
YOU ARE BORN	
(After you are born)	

(Use the other side if necessary.)

Discuss your answers with your teacher and/or your classmates.

Activity 2

Try to imagine what your life might have been like if one of these decisions or events had been different. Pick one and start to tell about the events and decisions that would have been made after that one if it had been different. Try to make your story as real as possible.

Discuss your story with your teacher and/or your classmates.

Activity 3

Think about a decision you might have to make in the future. Think about what are the different choices you might have in making your decision, and what the effects of making the decision one way or the other might be. How do you think you would decide?

Decision I might have to make in the future:

Some of the choices I might have:

I could:

The effects of my choices would be:

This is how I would decide:

Discuss your answers with your teacher and/or your classmates.

8. FINAL ACTIVITY

This is the main thing you should learn: At the end of this lesson, you should be able to summarize what you have learned in this unit.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to state what you have learned in this unit.
2. Be able to state how your feelings about your own worth are related to how other people think about you.

Activity 1

You have now completed a number of activities which helped you to explore what other people think about you. Now take a look at some of the work you have done and think about: "What have I learned about what people think of me and about other people?" Carefully make a list of things you have learned. Include as many things as you can think of, no matter how small.

I learned:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

(Use the back of this sheet if you need more room.)

Discuss your answers with your teacher and/or your classmates.

Activity 2

Think about the people that were included in this unit, and think about how you think about yourself. Do you think about yourself as being worthwhile or not worthwhile? Do you think about others as being worthwhile or not worthwhile? How have the thoughts and actions of others towards you affected the way you think about yourself? Write an essay below about different people who were mentioned in this unit and how they have affected you and your thoughts about yourself.

(Start with a sentence such as: "There are many different people mentioned in this unit and they have affected me in many ways. For example, one person is...")

UNIT COVER SHEET: Unit 4, History I What I Think of Others

WHAT I THINK OF OTHERS

What this unit is about: This unit is about your ideas of what you think of other people and why.

These are the main topics of the unit:

1. Thoughts about other people.
2. People I know and what I think about them.
3. More thoughts about other people.
4. Stereotypes.
5. Thinking about others from their words and deeds.
6. Final activity.

This is why this unit is important to you:

It is important to try to understand how you think about other people and why. You can begin to try to understand whether your thoughts about other people are correct or not. This is important when you are at a job. You will have to deal with many different kinds of people. You will have to try to understand them and get to know them. If you can try to understand how you think about others and why it may help to understand them and deal with them at that time.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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1. THOUGHTS ABOUT OTHER PEOPLE

This is the main thing you should learn: Most of us have many different thoughts about other people.

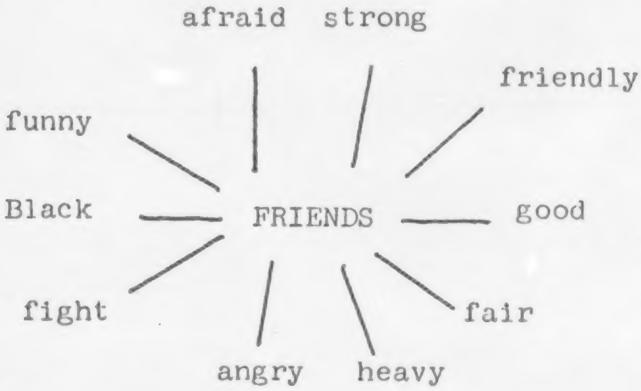
These are the things you should be able to do when you have finished this lesson:

1. Tell what words you would use to describe some people and groups.
2. Discuss why you use certain words to describe other people and groups.

Activity 1

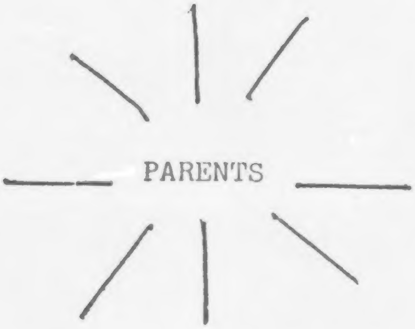
Listed below are a series of words about other peoples and groups. Around each word are places to write other words. You can write words you think of when you think about those peoples and groups. Write as many words that come to mind as you can which you think are about those people and groups.

Example: Suppose you had the word "friends". Here are some words that might come to mind:



Now try these words

Word I



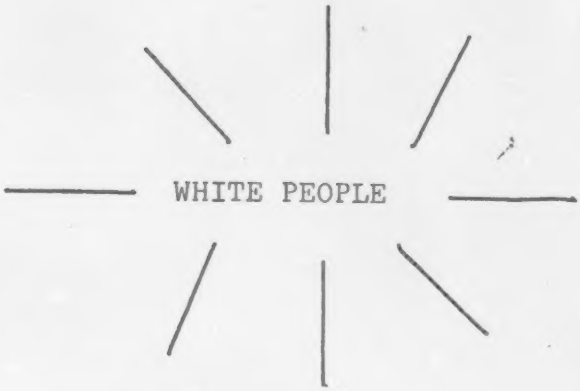
Word 2

BLACK AMERICAN

Word 3

AMERICAN INDIAN

Word 4


WHITE PEOPLE

Word 5

Now see if you can think of other people and groups that you would want to do this about. For each person and group that you can think of, write down other words that come to mind about those people and groups. Use the back of another sheet of paper if you need more room.

Word 6 (Your word)

Word 7 (Your word)

Now discuss your words with your teacher and/or the rest of your classmates. The idea in the discussion is to find out what words you wrote down were like each other, what words were different, and why.

2. PEOPLE I KNOW AND WHAT I THINK ABOUT THEM

This is the main thing you should learn: You believe different things about many different people, for different reasons.

These are the things you should be able to do when you have finished this lesson:

1. Tell how you think about many people you know and have heard about.
2. Give reasons as to why you think about certain people in certain ways.
3. Discuss your thoughts about other people and the reasons for your thoughts.

Activity 1

Try to think of the people or groups of people that you know. They may not be people whom you know directly. They may be people whom you have heard or read about. There are a number of traits about people listed below, put in the name of someone who best fits the trait for you. Give a reason for your answer.

Here is a person who:

	Person	Reason
1. has a lot of courage:		
2. if often afraid:		
3. is someone I feel sorry for:		
4. is very loving:		
5. is very fair:		
6. is very unfair:		
7. is basically dishonest:		
8. is stingy:		
9. is rich:		
10. is poor:		

Activity 2

Your teacher will do the same activity. Compare your answers with those of your teacher. How many were the same? How many were different? Did your teacher give reasons like yours?

Discuss your answers with the rest of your classmates.

Activity 3

Ask someone else to do the same activity in Activity 1. Try to ask someone who is as different from you as possible, such as an older person. Compare your answers with theirs. Also compare the reasons for your answers to see where you were the same and different.

3. MORE THOUGHTS ABOUT OTHER PEOPLE

This is the main thing you should learn: Most of us have different thoughts about other people.

These are the main things you should be able to do when you have finished this lesson:

1. Tell what you think about many different kinds of people.
2. Discuss and compare how you think about other people with others.

Activity 1

What do you think of the following people? For each of the people listed below, write down in your own words what you think of them. Write down such things as what they do. Also write down how you feel about them, and whether you like them or dislike them. Include any other thoughts that you can.

What do you think of the following people?
A person who:

1. is a drug addict --

2. is a drug pusher --

3. is a small businessman (owns a small store in Germantown) --

4. lives in Germantown (a white person) --

5. lives in Germantown (a Black person) --

6. lives in an expensive suburb --

7. belongs to a gang --

8. is a professor at a University --

9. is a public school teacher --

10. is a secretary for a large corporation --

11. reads a lot --

12. is a singer --

13. is a politician --

14. is an American Indian --

15. robs and steals --

Now pick out two people from this activity that you have strong feelings about and write down the persons below:

1.

2.

Now pick out two people whom you know very little about and write down the persons below:

1.

2.

Now pick out the two people whom you think are probably the strangest people listed and write down the persons below:

1.

2.

Now pick out two people whom you would most like to talk about and write down the names of the persons below:

1.

2.

Discuss your answers with your teacher and/or your classmates.

4. STEREOTYPES

This is the main thing you should learn: Many people of[illegible] make generalizations about other people, and groups.

These are the main things you should be able to do when you have finished this lesson:

1. Tell what a stereotype is.
2. Decide when you are using stereotypes and when you are not.

This is the information you need:

"Stereotypes" [ask your teacher how to pronounce this word if you do not know how to] are words we use to describe a person or groups of people. Most of us use words that are stereotypes. The danger is to use them for groups of people to justify our strong feelings towards them. Many white people have used stereotypes. They say all Black people are, "shiftless", "lazy", "ignorant", and "dishonest". They use these words to justify their feelings about, or their treatment of, all Black people in the United States. Many people have used stereotypes about Jews. Such words as "thrifty", "ambitious", "pushy", are used to justify their feelings about, and their treatment of, Jews. Stereotypes can be dangerous because they do not allow us to see people as individuals with likenesses and differences. Also, we often create stereotypes by *generalizing* from a few people. Since we know *some* jews or Blacks who act a certain way, we think that *all* must act that way. Often we select the people to use as examples because we really *want* to believe that all of the group of people (for example, Jews, Russians, Mexicans, Blacks, Whites, American Indians, and others) are a certain way.

Activity 1

Fill in the following answers:

1. When we use words to describe a large group of people, often we are using ________________ ________________.

2. Often we use stereotypes to justify ____________________.

3. One danger of stereotypes is that ____________________.

4. Three examples of words which are used as stereotypes are ________________, ________________, and ______________.

5. Often we know a few people from a group and we create stereotypes by ____________________ from those few people.

6. Often we select some people to use as examples because ______________________________.

Check your answers with your teacher.

Activity 2*

Listed below are a series of statements. Check the first box next to the statement if you agree with it. Check the second box if you disagree. Check the third box if you don't know. Keep in mind what you have just read about stereotypes when you answer the questions.

	Agree	Disagree	Don't Know
1. All Jews are alike.			
2. People who are smart are rich.			
3. People who are poor are sad.			
4. Every woman wants a diamond ring and a mink stole.			
5. Being a businessman is more important than being a garbageman.			
6. All construction workers are bigots, stupid, love Nixon, and hate college students.			
7. Rich people don't care about anything except money.			
8. White people don't like Black people.			
9. Men are smarter than women.			
10. Black people are more trustworthy than whites.			

* This activity is based on a lesson written by Vera Mullen for an independent study course taken at Temple University.

Now discuss your answers with your teacher and/or classmates. Keep in mind the definition of stereotypes. Try to decide as you check your answer whether or not you are using stereotypes, or your classmates are. If you and your classmates with your teacher cannot arrive at a common answer, begin checking newspapers, magazines, and other sources to find out more about the people listed in the statements above. Think about whether or not you know any people from the groups you are discussing. Think about whether you are selecting examples to support and justify a feeling or belief that you really want to hold.

Activity 3

Look at your answers in lessons 1, 2, and 3 of this unit. Can you find examples of your answers which were stereotypes? Make a list below of some people or groups of people that you may have used stereotypes for. Write the reasons why you may have used stereotypes for these people. Find as many examples as you can from lessons 1, 2, and 3.

Example:

1. Drug Addict	I said that drug addicts were all rotten but now, I see that I can't say that about all drug addicts because I don't know them all.

Person or Group	Reason for stereotype
1.	
2.	
3.	
4.	
5.	
6.	

Discuss your answers with your teacher and/or your classmates. (use back of page if necessary)

5. THINKING ABOUT OTHERS FROM THEIR WORDS AND DEEDS

This is the main thing you should learn: You should learn how you feel and think about different people with many different thoughts and ideas.

These are the things you should be able to do when you have finished this lesson:

1. Be able to state what you think different people are like who have different opinions.
2. Be able to give your opinion about what these people say and do.

Activity 1

Below you will find a number of different thoughts and ideas from different people. These people all live in Chicago and their words were written in a book called Division Street: America written by a man named Studs Terkel.* For each thought or idea, you should write down what you think the person who said it is like, and also your opinions about the thought or idea.

Thought or Idea 1

(This was said by a 56 year old white woman)

The colored. We had a tavern on 61st Street and State, three and a half years, Negro neighborhood. I tell you I never was insulted no place by not a Negro person over there. They respected me highly. It took a white fella to come in and insult me because I wouldn't serve him beer. He was too drunk. And if it wasn't for these poor Negro fellas, I'd probably killed this man. (Laughs). Because he called me a dirty name.

It just burns me up when they say Woo! Those Negro people! My kids would go out in the street. My little girl would be out on the street, nobody bothered, nobody touched. One day I'm lookin' for my little girl, and she was only four years old then. I went to the back yard. They had a quilt spread out on a lawn. My little girl was sittin' in the middle, 'cause she had a white dress on. (Laughs). Little colored girls and boys all around, so she don't get off and get her dress soiled. They were watching her (Laughs). They don't care how dirty the quilt got but just don't get her dress soiled, watching her.

Today I had an argument. I just got mad because I heard them back and forth. They started telling: Those Negroes, they're so filthy. Everything is the Negroes. I said 'Do you ever stop to think that the white trash of the white people do the same thing?

---

*Adapted from Terkel, Division Street:America, Avon Books, 1967

What do you think about this woman?
I think:

What do you think about what she said? Do you think it's true? (Give reasons)

Do you think a white person can live in the middle of a Black neighborhood without problems?

Are there any stereotypes that this woman has? If so, what are they? Write your opinion in the space below.

Thought or Idea 2

(This was said by a 53 year old policeman)

I've been a policeman for twenty-three hard years. You have to work odd hours, often long hours. Yesterday I was assigned to the parade, the astronauts, White and McDivitt. We reported for duty at six-thirty in the morning and weren't released until five o'clock in the evening. That was without any time off at all. No lunch period or anything.

I worked as a patrolman and a dective. Then I was promoted to a detective sergeant and from there I went to the traffic division.. So I've covered all bases so far.

Sometimes you're disenchanted, disillusioned, you're cynical. When people attempt to offer a bribe, I know I've been negligent in my duty because I should have arrested the person. At the same time, that's universal, everywhere. I turn it down, I told him, you know, 'no harm trying. But I just don't go that way.'

(Laughs sadly). It's a corrupt society...

(The objective of the colored poeple is) the same as mine, the same as mine. Everything best for him and his family that he can possible have. I can see where they'd want to move away from a completely colored neighborhood and integrate. I can understand that. He also understands that his family is gonna have to live with whites and if he doesn't live with the whites he can't understand them either. The colored man says: 'Well, you don't know us.' Naturally we don't. They don't know the white either..."

What do you think about this man?
I think:

What do you think about what he said? Do you think it's true? (Give reasons)

Do you think there are many policemen who would not accept a bribe? Why or why not?

Do you think most Black people would want to live in a Black or an integrated neighborhood? Why?

Thought or Idea 3

(53 year old man and homeowner)

My feeling is this about the Negro: I never try to think of him in terms of is he equal or isn't he equal to me. I don't know and he doesn't know. I admit to this: I am a man and he is a man. I can't say to a Negro, "You are equal to me." Some are, some aren't. The average Negro is not. I am not saying he won't be and that he might not surpass me some day, My father came here when he was seven years old from Europe, couldn't read or write the American - the English-language. He had no relatives here whatsoever, outside of one cousin who was just about in the same boat as he was. Yet he made his way. Scholastically, he got nowhere. Insofar as making a lot of money, he didn't get anywhere. But this is one of the lessons I've learned, it is not so much what you make or how you make it as it is what you do with it after you've made it. And here is where the Negro is not very smart. Because the average Negro's mind, when he gets a given amount of money-he could forward his education with it. But the average Negro thinks about how big a car he could buy or how many clothes he could put on his back or whether or not he could afford a diamond or two.

I fear the Negro today. By and large, the Negro represents violence. I don't think the issue involves civil rights anymore. It's gone beyond. Right now in the heart of the average Negro is vengence. You better believe it. They intend to make me pay for what my great, great, great ancestors did to them. I am completely innocent of this. Even the so-called good Negroes. In their hears they are too timid to come forward, so we don't think they feel this way. But you would be amazed, if we could open and bare their hearts, how many of them have this feeling for revenge in their hears."

What do you think about this man?
I think:

What do you think about what he said? Do you think it's true? (Give reasons)

Do you think he is right about how Black people want to spend their money? (Give reasons for your answer)

Do you think that he is right when he says "in the heart of the average Negro is vengeance". Why or why not?

Thought or Idea 4

(A sixty year old Black woman)

"...The young ones are the ones that are going to change things, much to the old folks' sorrow. The young people are not as prejudiced despite the fact that their parents are telling them daily. I'm talking about my own granddaughter. I'm talking about your own children. My granddaughter is not as prejudiced as I am. I want to say that. And I want to say to white people we Negros are prejudiced too. Just like white people. We act, and we're just like them. But so far as young people are concerned, they haven't been in the world long enough to be as hardshelled as their parents or their grandparents. The grandparents are the worst of all. Yes, the older you get, the harder your shell, which is natural. But the young people coming along are going to fool a lot of their parents. And that's going to be a good thing. Black and white..."

What do you think about this woman?
I think:

What do you think about what she said. Do you think it's true?
(Give reasons)

Do you think Black people are just as prejudiced as white people?
(Give reasons for your answer)

Do you think younger people are more tolerant and less prejudiced than their elders? (Give reasons for your answers)

Discuss your answers with your teacher. Try to figure out what statements were made by these people which were generalizations about people and groups of people Did they present much evidence for their opinions? What did you think about them and their statements? Did you use generalizations? Did you have much evidence for your opinions.

In some of the future units there will be a greater study of other peoples and groups. Keep in mind your own thoughts about people and whether your thoughts change or not, as you do these later units.

6. FINAL ACTIVITY

This is the main thing you should learn: At the end of this lesson, you should be able to summarize what you have learend about what you think of other people and why.

These are the main things you should be able to do when you have finished this lesson:

1. Be able to state what you have learned in this unit.
2. Be able to state some of the stereotypes you have about other people and where you might find evidence related to your stereotypes.
3. Be able to state some things about yourself which may or may not be true.

Activity 1

You have now completed a number of activities which helped you to explore what you think of other people and the stereotypes you and they might have. Now take a look at some of the work you have done and think about "what have I learned about other people and what I think about them". Carefully make a list of things you have learned. Include as many things as you can think of, no matter how small.

I learned:

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

11. ____

12. ____

(use the back of this sheet is you need more room)
Discuss your answers with your teacher and/or classmates.

Activity 2

Make a list of some of the people you have thought about while doing this packet. Think about: have my thoughts about those people or groups of people changed? Write down groups you have thought about and how your ideas may have changed.

People	How my Ideas Have Changed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

Activity 3

Make a list of different poeples and groups that were mentioned in this unit. Think about: How could I find out more information about these peoples and groups to find out whether my ideas about them are true? Write down different sources of information that you could use to find out about these people. Use the telephone book as a resource. Think about what people you could talk to. Think about what books you might refer to.

Peoples	Places where I could get more information
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Discuss your answers with your teacher and/or your classmates.

One more thing you could do:

You could do some reseqrch on some of the peoples and groups mentioned in this unit and find out more about them. You could talk to people, visit different places, and read books for more information. Your teacher will help you to do this if you are interested.

UNIT COVER SHEET: Unit 5, History I How People Communicate

HOW PEOPLE COMMUNICATE

What this unit is about: This unit is about the different ways that people communicate with other people and how you can improve your own skills in this important area of your life.

These are the main topics of the unit:

1. People must follow certain rules if they want the way they talk to each other to improve.
2. Ways of communicating without talking are also important to understand and use for effective communication.
3. Other ways of communicating involve the use of slang, music, and dancing.
4. Other types of communication are directed to a much larger audience, and since you are a part of that audience, you have to understand these other forms of communication.

This is why this unit is important to you:

It is important that you learn to communicate well with other people. When you share ideas and thoughts with other people, you are telling them a lot about yourself. This has an effect on the way they will treat you and act towards you. When they share their ideas and thoughts with you, they are telling you a lot about themselves. You should know what to look for in order to understand what they are telling you.

Many times people tell you a lot about themselves without saying a word to you. You do the same with others. It is also important to understand ways of communicating without using words. It is also important that you learn to communicate well. Often there are thoughts that you have that you do not want to communicate because of fear of the effects. But communicated messages often make it difficult for us to really get to know people and to understand others. In this unit, different ways of communicating will be looked at. You will be able to practice skills which are helpful for good communication.

To do this unit, you need the following skills and tools:

1. You have to be able to read at a junior high school level. If you have trouble reading this unit, ask a friend or your teacher to help you.
2. You should have a dictionary handy in case you find words you don't understand.
3. You should be able to observe other people and allow them to observe you.

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1. VERBAL COMMUNICATION: PRACTICING SKILLS IMPROVES UNDERSTANDING BETWEEN PEOPLE

This is the main thing you should learn: If you want to communicate effectively, you have to be aware of the problems that you have in speaking and listening to others. Then, you have to practice skills that will make you a better communicator.

These are the things you should be able to do when you have finished this lesson:

1. Understand the strengths and weaknesses you have in communicating verbally with another person.
2. Learn and use the skill of PARAPHRASING, which will help in increasing understanding when you are communicating with someone else.
3. Learn how you express your feelings in words in many different situations.
4. Learn how to check with other people to find out how they feel about things.

This is the information you need:

This lesson is about ways that you communicate well and ways that you communicate poorly. There are certain skills that you can learn that will make you better at communicating with others. Most of us do not communicate well with others at one time or another. But some people are better at communicating than others. They have learned certain skills which help them to communicate better.

One important thing about good communications is that the person who is communicating with others has to want to communicate better. These skills are not easy to put into practice. They need a lot of practice. People who try to use them often make lots of mistakes. It takes a good look at yourself and what you are doing right and wrong to understand how you can communicate better. The following activities will help you find out how well or poorly you communicate. They will give you practice in some new ways of communicating that might be helpful.

Activity 1:*

To help you to find out how well you communicate, you should read the following questions. Think about and decide how often you behave the way the question asks. Then put a check in one of the boxes marked "always," "often," "sometimes," "seldom," and "never."

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* Adopted from Udvari, Communicating With Others (Austin, Texas: Steck-Vaughn, 1973).

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
HOW CLEARLY DO YOU SPEAK?					
1. Do you use "and," "err," "ah," and "you know" a lot?					
2. Do you use profanity when you talk?					
3. Do you substitute words like "whatchama-call-it," or "what's his face?"					
4. Do you mumble or speak so softly that people cannot hear you?					
HOW DO YOU RELATE TO OTHER PEOPLE?					
5. Do you dislike talking with people?					
6. Do you use words or tone of voice that "puts people down?"					
7. Do you use the "silent treatment" when others do not accept your views?					
8. Do you have certain words that make you lose your temper when you hear them?					
9. Do you refuse to give in when discussing something?					
HOW DO YOU COMMUNICATE WITH OTHERS?					
10. Do you lose your temper when you are not understood?					
11. Do you raise your voice instead of making your point stronger?					
HOW WELL DO YOU LISTEN?					
12. Do you "tune out" when you feel you know what is being said?					
13. Do you judge what was said before you hear all that was said?					
HOW DO YOU CONSIDER FEELINGS IN COMMUNICATION?					
14. Do you find it hard to feel what the other person is feeling?					
15. Do you fail to help the other person deal with his feelings?					

Look over your answers. Notice the questions you marked in the columns "always" and "often." Start thinking what you can do to correct the problem.

Discuss your answers with your teacher and/or classmates.

Activity 2:

Communication is more than just speaking. It is also more than listening. When there really is communication between people, there must be an understanding of what is being said. You have just thought about what talking with someone is usually like for you.

Communicating with words is often difficult. This difficulty can come from not understanding a word meaning. Usually people who know each other well are more likely to communicate effectively. It is still possible for people to misunderstand each other. Even people who have similar experiences and backgrounds use words differently.

Good communication is needed. Everyone wants to be able to understand another person's message. But, sometimes, before we understand what they are trying to say, we jump to a conclusion. We evaluate or judge, approve or disapprove their statements.

To help you to understand what is going on in any conversation, you should try to practice the following skills. Even though these skills are hard to learn to use, they will be very helpful in your future career.

The first skill is PARAPHRASING. This means doing two things:

1. Putting in your own words what you thought the other person said.
2. Before saying anything yourself, asking him if your paraphrase was correct.

This skill answers the question, "What does he mean by his words?" and also shows the other person that you are really trying to understand him.

Directions: In order to see whether you can use the skill of paraphrasing, look at the following quotations. Read them and on the answer sheet for Activity 2, write in your own words what is being said. After reading the quotes, turn to the answer sheet on the following page.

1. "Wow! I got the shaft today. Two failure notices - one in Math and the other in English. I'm going to get killed."

2. "Study that junk? Why should I? It's a bunch of crap!"

3. "For a while I was doing good, but now I'm worse than ever. Nothing I do seems to work. What's the use of trying?"

4. "Boy! That other kid is a real pest. I wish I could get rid of him."

5. "Guess what? I must be going crazy. I just made the basketball team."

Discuss your answers with your teacher and/or your classmates.

Answer Sheet for Activity 2:

1. The person is saying:

2. The person is saying:

3. The person is saying:

4. The person is saying:

5. The person is saying:

Activity 3:

A second skill for improving communication involves your ability to describe your feelings to others in the proper way. What is most important to do is to talk about your emotions. It should be in a way that other people know what you believe and how you feel without threatening, frightening, or insulting them.

Directions: Read the following questions and quotations. After each one, in the space provided, write the answer which best describes your feelings.

1. When you feel bored with what is going on, how do you usually express your feelings in words?

2. When you feel annoyed with another person, but you do not feel like saying so openly, how do you express your feelings in words?

3. When another person says or does something to you that deeply hurts your feelings, how do you express your feelings in words?

4. Suppose another person asks you to do something that you are afraid you cannot do very well. You also do not want him to know you cannot do it. How do you express your feelings in words?

5. When you like another person but you are not sure how they feel about you, how do you express your feelings in words?

6. If another person said to you, "You did a lousy job today!" How would you express your feelings in words?

7. If another person said to you, "Boy! You are really dumb!" How would you express your feelings in words?

8. If another person said to you, "That team you are on really played a lousy game last night." How would you express your feelings in words?

9. If another person said to you, "That is one of the best jobs I have ever seen. You must have a tremendous amount of talent." How would you express your feelings in words?

Discuss your answers with your teacher and/or classmates.

Do you see anything in your answers in Activity 3 that you would like to change? Please write a short paragraph describing changes that you would like to make in your behavior.

Activity 4:

A third skill directly answers the following questions. These questions are important if there is any doubt in your mind about what someone is saying.

1. How does he feel about what he means?
2. What is he saying by his actions?

To answer these questions, you should not try to be a mind reader. Instead you should phrase your question so that it includes the following two parts.

1. "I've noticed that you've ________________________."
2. "Am I right that you are feeling ____________________?"

Your job is to fill in the two blanks. For example, the first blank always contains some type of behavior that you have observed about the other person. It might contain words like:

1. blushed
2. turned your back on me
3. smiled
4. cried.

The second blank always contains a feeling that you think the other person is demonstrating to you, but one that you have to check out to be sure. It might contain words like:

1. angry
2. embarrassed
3. happy
4. sad.

Now, to put it all together, you might say something like the following:

> I've noticed that you've just blushed when I said that. (behavior) Am I right that you are feeling embarrassed by what I just said? (feeling)

You should now be able to put together your own sentences like the one above to help you to improve your communications skills. Try it in this next activity.

Directions: For people that you spend time with today and tomorrow, try practicing "I noticed _____, am I right that you are feeling _______" sentences. When a person does something that you think communicates a message to you, write it down in the space provided on the next page. Then, when you get a chance, tell them what you noticed about their behavior and ask them if you are right in believing that they are feeling a certain way.

Sentences:

Discuss your experiences with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Ask your teacher to find you a book about communicating with others.
2. Try practicing the skill of paraphrasing with other students in your class.
3. Try practicing all of the skills that you learned while you are discussing a topic with a small group of 3 or 4 friends or classmates.

2. NON-VERBAL COMMUNICATION: IMPORTANT FOR GOOD COMMUNICATION

This is the main thing you should learn: There are other ways of communicating with other people. Rather than speaking, these involve things like touching, gestures, facial expressions. You will become more aware of your own and others' non-verbal communications.

These are the things you should be able to do when you have finished this lesson:

1. Understand the strengths and weaknesses you have in communicating non-verbally with another person.
2. Learn how to send messages to another person non-verbally.
3. Learn how to watch for other people's non-verbal messages to you.
4. Learn how to check to see whether your interpretations of other people's non-verbal behavior is correct.

This is the information you need:

As a person, you seek to fill your own needs. You also search to gain an understanding of yourself. You learn to know who and what you are. You learn that you are a special person. You can think, feel, and act. But you can do much more. You can think and have feelings about the things you do. But these events have greater meaning if you can tell someone about them. You often want and need to tell others about your feelings. To do this, you must relate to other people. You must communicate with them.

Unfortunately, some people never question their ability to communicate. They take for granted that anyone who can talk can communicate. These individuals assume that everyone will interpret what is said in the same way. They may also feel that people communicate only with words. However, there are other ways of communicating. These ways are usually called non-verbal communications - communicating without words.

Touching is a very simple way of communicating. For instance, many times a baby stops crying when he is patted. A slap on a child's hands often means "don't touch." Hugging is a special way of expressing affection for someone. Most people quickly recognize the meaning of a touch.

You can also communicate by certain signals. As a rule, the signals are facial expressions and gestures. These signals represent some inner thought or feeling of the individual. If a person does not say what he feels, these signals may give clues to what a person really means. The following story shows how this works.

Thelma and Sandy were in nurse's training. They were attending the local community college. The two often went to the library to study. One night they were in the library. Sandy began talking to Thelma about the assignment. The librarian tapped her pencil on the desk. The girls looked up. The librarian put her finger to her lips. The girls stopped talking. A few minutes later Sandy nudged Thelma. She pointed to the next table. Two young men were watching them. Both of them were smiling. Thelma and Sandy smiled back. One young man winked at Thelma. The other beckoned for them to come over. Thelma shook her head. The young man threw Thelma a kiss. The four were so involved in their silent conversation that they had not noticed the librarian walking over. She scowled at the boys. She frowned and shook a disapproving finger at Sandy and Thelma. Then she turned to the two young men and pointed at the door. Without a word the two got up to leave. One made a peace sign as he left. The other boy waved "good-bye."*

After reading the above example, it might be easier for you to believe the next sentence. When one person talks to another, only about 7% of the message's effect is carried by the words. 93% of the impact reaches the listener through non-verbal means. This would include things like:

1. facial expression
2. tone of voice
3. eye movements
4. posture or body positions
5. body movements or gestures.

Actually, feelings and emotions are mainly communicated by these means. Sometimes, our verbal statements are even cancelled out by our non-verbal behavior and other people are confused about what we are trying to say.

The following exercises will help you to become more aware of what your non-verbal behavior is like and whether it helps or hurts you in communicating with others.

Activity 1:

Directions: Answer the following questions in the space provided.

What do you think the following types of non-verbal messages are communicating? Use your own background and experiences to answer.

1. A person puts his head on his desk while you are talking. The non-verbal message is:

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* From Udvari, Communicating With Others, (Austin, Texas: Steck-Vaughn, 1973).

2. A person slouches in seat while you are talking to him. The non-verbal message is:

3. A person raises his voice while speaking to you. The non-verbal message is:

4. A person winks his eye at you after you have said something. The non-verbal message is:

5. A person pats you on the back. The non-verbal message is:

6. A person blushes after you have said something. The non-verbal message is:

7. Someone smiles at you. The non-verbal message is:

8. Someone is moving very quickly towards you. The non-verbal message is:

9. Someone puts his right hand out to you. The non-verbal message is:

10. A person puts both his hands straight above his head. The non-verbal message is:

Discuss your answers with your teacher and/or your classmates.

Activity 2:

Directions: In this activity, you should ask someone else in your classroom to watch you for today and tomorrow. The other person should try to tell you what kinds of non-verbal messages you were communicating to him during that time period. (Important: try to act naturally and try to forget that you are being observed.) Write down in the space provided what that person tells you about your non-verbal behavior.

My non-verbal behavior has communicated:

Discuss this with your teacher and/or fellow classmates.

Activity 3:

Directions: Watch another person in your room (with their permission) for today and tomorrow. Try to help him learn what his non-verbal behavior is communicating to you. Write down what you learned and how you helped the other student.

What I learned and how I helped:

Discuss this with your teacher and/or fellow classmates.

Activity 4:

Directions: For the final activity of this lesson you should look back to Activity 3 in Lesson 1 on pages 6-8. Read again the questions and quotations. But this time answer them by explaining how you express your feelings in each of those situations through non-verbal means.

1. I express my feelings non-verbally by:

2. I express my feelings non-verbally by:

3. I express my feelings non-verbally by:

4. I express my feelings non-verbally by:

5. I express my feelings non-verbally by:

6. I express my feelings non-verbally by:

7. I express my feelings non-verbally by:

8. I express my feelings non-verbally by:

9. I express my feelings non-verbally by:

Do you see anything in your answers in Activity 4 that you would like to change? Please write a short paragraph describing changes that you would like to make in your behavior.

Answer:

Discuss your answer with your teacher and/or fellow classmates.

Here are some other things you can do if you want to learn more about this topic:

1. If you want to read a book on the topic, Body Language by Howard Fast.

2. If you would like to work in a small group, here is a project you can work on. Using the "I noticed ________, am I right that you are feeling ________________" sentences, which you learned in Lesson 1, discuss in the small group how that skill could be used to check on non-verbal behavior.

3. Ask your teacher or a librarian for ideas about other books you can read.

3. OTHER WAYS OF COMMUNICATING INVOLVE THE USE OF SLANG, MUSIC, AND DANCING

This is the main thing you should learn: Slang, music, and dancing are alternate ways of communicating meanings to different people during the course of our country's history. They are still effective today.

These are the things you should be able to do when you have finished this lesson:

1. Know what slang is and how much you use it in your communications.
2. Understand how music and dancing can communicate meaning.

This is the information you need:

Slang is the use of words for special purposes. Slang changes rapidly, as you well know from your own slang expressions. But many slang words find their way into the regularly spoken language. For example, from the 1700's we have words like extra, fun, gambling, mob, nervous, and shabby. All of these words were disapproved of by respectable people. But they are now very much a part of our speech.

One problem with slang is that the words at first are not used by many people. There are problems in communication because people do not know the meaning of the words. For example, think of the word "cat."

"-To a child, a cat may mean a soft, gentle, furry playmate.
-To another child, a cat may mean an unpleasant animal with sharp claws and teeth.
-To some people, the word cat means a person who makes cutting remarks.
-To a young adult, cat often suggests an individual who is "cool" or "sharp."
-To a construction worker, a cat often means a tractor."*

It is important to know when to use a slang word and when to use a word that has a more commonly accepted meaning. If each person changed the meaning of words whenever he felt like it, no one could communicate. To help communication, you have a responsibility to know how words are most often used, and to use them in that way. This is especially important in your future career so that everyone can understand what you are trying to say.

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* Example taken from Udvari, Communicating With Others (Austin, Texas: Steck-Vaughn, 1973).

Activity 1:

Directions: Next to the following situations, put an "A" if you think that slang is the best type of language to use and a "B", if you think that a more common word that everyone understands should be used.

Situations:	Answer ("A" or "B")
1. Talking to your friends on a street corner.	______________
2. Going for a job interview.	______________
3. Talking to your girlfriend or boyfriend on the phone.	______________
4. Explaining something to your boss.	______________

Try to think of at least two other situations which were not listed above where you think it would be all right to use slang, List them here.

Discuss your answers with your teacher and/or your classmates.

Activity 2:

Directions: Make two lists. The first list should be slang words that you use or hear others use frequently. The second list should be words that mean the same thing but which are more commonly used. (Ask your teacher for some help if you have problems.)

Slang words used	More commonly used words
__________________	__________________
__________________	__________________
__________________	__________________

Slang words used	More commonly used words
________________	________________
________________	________________

Discuss your answers with your teacher and/or your classmates

Activity 3:

Music and dancing have changed a great deal in history. In every instance, though, the music or dancing was communicating something to the audience or group of people who was listening or dancing to it. Often the dancing might even communicate something entirely different from the music itself.

You are probably familiar with many different types of music currently popular. Styles such as "rock and roll," "rhythm and blues," "acid rock," "gospel," "soul," and "country music." Each of these has its own message that it is communicating. Figuring out the message is sometimes difficult and there may be disagreements among people. However, the message comes across from the words, the rhythm, and how it is sung or played. The following activity will be based on these things.

Directions: Bring into class or listen on the radio to two or three styles of music, such as the ones suggested above

1. List the record title, singer and style of music.
2. Give some type of evidence that you used to make your judgment about what that music communicates to you and write it down in the space below.

Information for music style 1

Information for music style 2

Information for music style 3

Discuss your answers with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Ask your teacher for a book or go to the library to find out more about any type of music that you are interested in.
2. Interview a musician and ask him what he is trying to communicate with his music.
3. Read about dancing or a particular dancer such as Bill "Bojangles" Robinson and learn about what their lives are like.

4. MASS COMMUNICATIONS HAS BOTH ADVANTAGES AND DISADVANTAGES FOR ITS AUDIENCE

This is the main thing you should learn: Communicating to a large group of people at the same time has an enormous effect on the American people. Mass communications is made up of the newspapers and magazines, radio and television that you read, listen to and watch.

These are the things you should be able to do when you have finished this lesson:

1. Know what mass communication is and what effect it has on your life.
2. Understand what newspapers, magazines, radio, and television offer you in terms of information.
3. Understand the advantages and disadvantages of mass communication.

This is the information you need:

Language has always been used to shape lives, to benefit men or betray them. But the use of language is more powerful, more promising, and more dangerous today than at any time in the past. Why? Because of the unheard of, and undreamed of, improvements in communication.

A few hundred years back, books had to be copied by hand. They often took years to produce. Each copy was separate and different. Of course this affected communication. Few people owned books, and ideas were communicated slowly by word of mouth.

The invention of moveable type was a landmark. Thousands of copies of a book could be produced in a fraction of the time. They could be sold at a fraction of the cost. It was then possible to have news and new ideas over a large area more quickly.

But this cannot compare with the instant communication of telephone, radio, and television. A few hundred years ago, descriptions of important world or national events took weeks, months, or years to circulate. In contrast, today's events are seen on millions of living room television sets the moment they occur.

We are surrounded by mass communications. Much of it tries to influence what we will think and do. Experts devote their careers to convincing us to vote for the presidential condidate who hired them. Or they try to get us to buy the toothpaste made by the company who pays them.

We are exposed to newspapers, magazines, and books -- to radio, and to television -- for hours each day. During those hours we are targets for changes desired by others. We have to be aware of the effect of words and silent language. If we are alert, mass communications can help us to make wise and independent choices. However, if we are not alert, we could have these important decisions made by others, without our knowing it. The following activities will give you a better idea of what mass communications are, and what effect it has on the lives of American people and on your life.

Activity 1:

Directions: Read this index from one of the local papers. Some parts of the newspaper are intended to inform you of what is going on. Other parts are intended to persuade you to believe in a particular way. List below in the two columns which sections belong in which column. (If you do not know about any of these sections, pick up a newspaper and find out what they are about or ask your teacher.)

Information Sections	Persuasion Sections
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

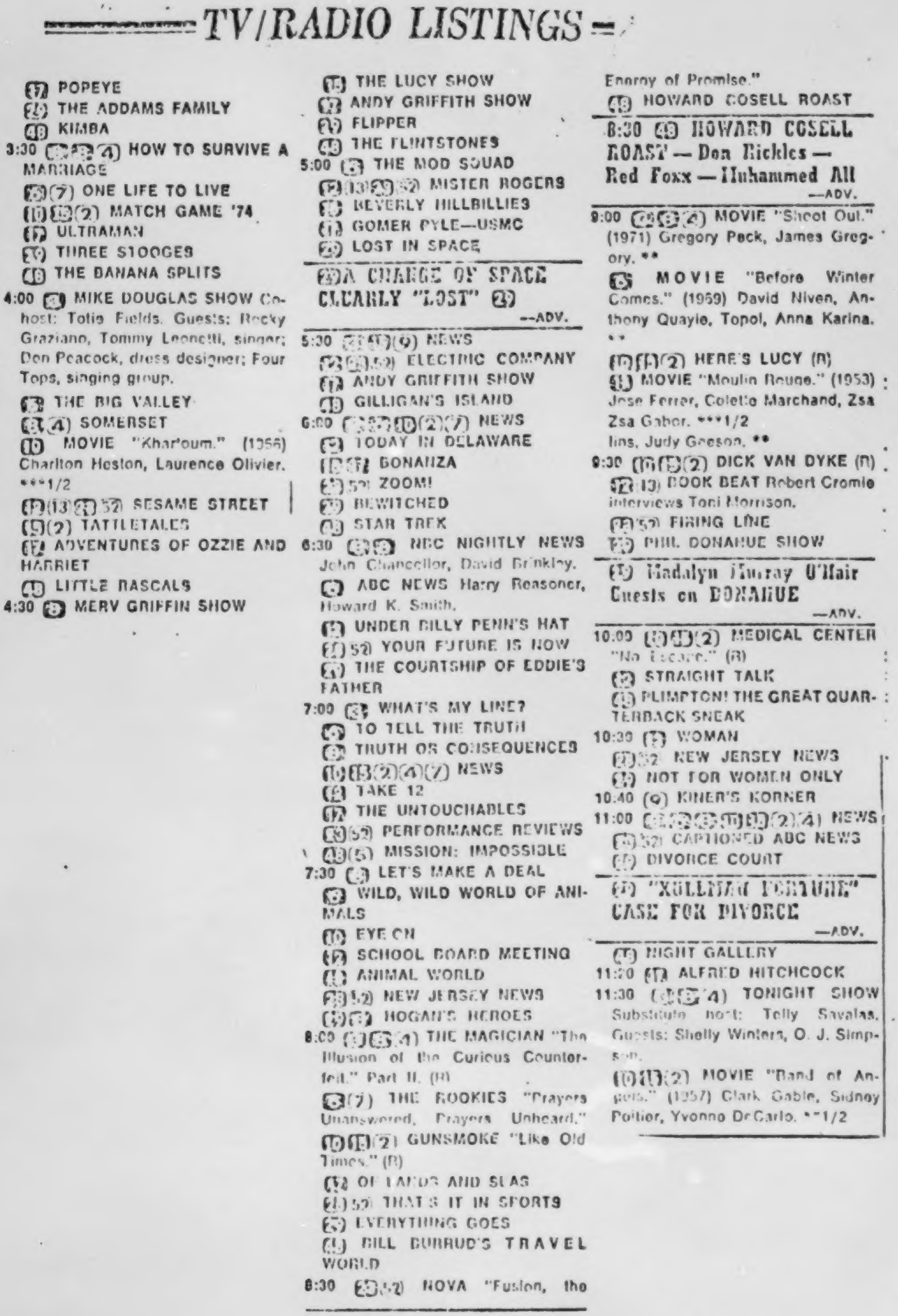
Index

Business News	10-B, 11-B	Puzzles	10-C
Classified Ads	7-C to 17-C	Sports	1-B to 7-B
Comics	18-C	Television-Radio	12-A, 13-A
Editorials	14-A	On the Features Page (19-C) Action Line, Celebrities, Bridge, Ann Landers, Health, Jeane Dixon Horoscope, Crossword.	
Entertainment	8-B, 9-B		
Living	4-C, 5-C		
Obituaries	6-C		

Discuss your answers with your teacher and/or your classmates.

Activity 2:

Directions: Read the following television listings from a local newspaper. List in the space provided the five programs that you watch the most. After each program listed, give your reasons for watching your favorite programs.



TV/RADIO LISTINGS

POPEYE
THE ADDAMS FAMILY
KIMBA
3:30 (4) HOW TO SURVIVE A MARRIAGE
(7) ONE LIFE TO LIVE
(2) MATCH GAME '74
ULTRAMAN
THREE STOOGES
THE BANANA SPLITS
4:00 MIKE DOUGLAS SHOW Co-host: Totie Fields. Guests: Rocky Graziano, Tommy Leonetti, singer; Don Peacock, dress designer; Four Tops, singing group.
THE BIG VALLEY
(4) SOMERSET
MOVIE "Khartoum." (1966) Charlton Heston, Laurence Olivier. ***1/2
(13) 52 SESAME STREET
(2) TATTLETALES
ADVENTURES OF OZZIE AND HARRIET
LITTLE RASCALS
4:30 MERV GRIFFIN SHOW

THE LUCY SHOW
ANDY GRIFFITH SHOW
FLIPPER
THE FLINTSTONES
5:00 THE MOD SQUAD
(13) 52 MISTER ROGERS
BEVERLY HILLBILLIES
GOMER PYLE—USMC
LOST IN SPACE

A CHARGE OF SPACE CLEARLY "LOST"
—ADV.

5:30 (9) NEWS
52 ELECTRIC COMPANY
ANDY GRIFFITH SHOW
GILLIGAN'S ISLAND
6:00 (2)(7) NEWS
TODAY IN DELAWARE
BONANZA
52 ZOOM!
BEWITCHED
STAR TREK
6:30 NBC NIGHTLY NEWS John Chancellor, David Brinkley.
ABC NEWS Harry Reasoner, Howard K. Smith.
UNDER BILLY PENN'S HAT
52 YOUR FUTURE IS NOW
THE COURTSHIP OF EDDIE'S FATHER
7:00 WHAT'S MY LINE?
TO TELL THE TRUTH
TRUTH OR CONSEQUENCES
(2)(4)(7) NEWS
TAKE 12
THE UNTOUCHABLES
52 PERFORMANCE REVIEWS
(5) MISSION: IMPOSSIBLE
7:30 LET'S MAKE A DEAL
WILD, WILD WORLD OF ANIMALS
EYE ON
SCHOOL BOARD MEETING
ANIMAL WORLD
52 NEW JERSEY NEWS
HOGAN'S HEROES
8:00 (4) THE MAGICIAN "The Illusion of the Curious Counterfeit." Part II. (R)
(7) THE ROOKIES "Prayers Unanswered, Prayers Unheard."
(2) GUNSMOKE "Like Old Times." (R)
OF LANDS AND SEAS
52 THAT'S IT IN SPORTS
EVERYTHING GOES
BILL BURRUD'S TRAVEL WORLD
8:30 52 NOVA "Fusion, the Energy of Promise."
HOWARD COSELL ROAST

8:30 HOWARD COSELL ROAST — Don Rickles — Red Foxx — Muhammed Ali
—ADV.

9:00 (4) MOVIE "Shoot Out." (1971) Gregory Peck, James Gregory. **
MOVIE "Before Winter Comes." (1969) David Niven, Anthony Quayle, Topol, Anna Karina. **
(2) HERE'S LUCY (R)
MOVIE "Moulin Rouge." (1953) Jose Ferrer, Colette Marchand, Zsa Zsa Gabor. ***1/2
lins, Judy Geeson. **
9:30 (2) DICK VAN DYKE (R)
(13) BOOK BEAT Robert Cromie interviews Toni Morrison.
52 FIRING LINE
PHIL DONAHUE SHOW

Madalyn Murray O'Hair Guests on DONAHUE
—ADV.

10:00 (2) MEDICAL CENTER "No Escape." (R)
STRAIGHT TALK
PLIMPTON! THE GREAT QUARTERBACK SNEAK
10:30 WOMAN
52 NEW JERSEY NEWS
NOT FOR WOMEN ONLY
10:40 (9) KINER'S KORNER
11:00 (2)(4) NEWS
52 CAPTIONED ABC NEWS
DIVORCE COURT

"XULLMAN FORTUNE" CASE FOR DIVORCE
—ADV.

NIGHT GALLERY
11:20 ALFRED HITCHCOCK
11:30 (4) TONIGHT SHOW Substitute host: Telly Savalas. Guests: Shelly Winters, O. J. Simpson.
(2) MOVIE "Band of Angels." (1957) Clark Gable, Sidney Poitier, Yvonne DeCarlo. **1/2

Activity 2 (Continued):

Favorite program #1

Favorite program #2

Favorite program #3

Favorite program #4

Favorite program #5

Discuss your answers with your teacher and/or your classmates.

Activity 3:

Directions: Read the following article* about the effects of television on people's lives. After reading it, write an essay describing how you think you would have behaved in that situation.

IT WAS JUST A JOKE, FOLKS

How a casual remark from Johnny Carson emptied supermarket shelves all over the country

By Ralph Schoenstein

At 11:35 on the night of December 19, 1973, Johnny Carson began his opening monologue. It was a collection of gags that are sometimes almost as funny as the newspaper clips that inspire them. On this day, Carson's writers had read the remarks of a Wisconsin congressman named Harold Froehlich. He said that the Federal Government had fallen behind in getting bids to supply toilet tissue.

"The United States may face a serious shortage of toilet tissue within a few months," the congressman had said.

And so Carson said to America, "You know what else is disappearing from the supermarket shelves? Toilet paper. There's an acute shortage of toilet paper in the United States."

Then he swung at a phantom golf ball while 20 million people jumped out of bed and dashed to their shelves. They were people who recently had run out of gas and meat and onions too. So they were keenly shortage conditioned. The next morning all of them sallied forth to hoard. By noon of December 20, some Americans owned enough toilet paper to welcome the first man back from Mars.

"I never saw anything like it," said the manager of one New Jersey A&P. "Only Arthur Godfrey ever moved a product that fast."

"We tried to ration it," said the manager of an Acme near-by. "Four single rolls to a customer or one four-roll pack. But we had no way to keep people from coming back again and again. I mean, there weren't any license plates we could check."

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*Adapted from TV Guide, May 18, 1974.

At Grand Union supermarkets in New York, some people were checking out with as much as $20 worth of toilet paper.

"I heard about it on TV," said Rosemary Wren, one of the millions who had mistaken Johnny Carson for Walter Cronkite, "so I bought an extra 30 rolls."

The only problem with such a passionate appreciation of the newest shortage was that everyone was going for the wrong toilet paper. Representative Froehlich had been talking only about the cheaper government issue tissue, not the kind that ladies love to squeeze in Mamaroneck.

By December 23, however, there was a shortage of the better paper. It was probably the first shortage in American history created entirely by consumers.

Carson tried to call off the hoarding hordes. "I'm in trouble again," he said. "I started talking about a toilet paper shortage. It's caused some problems. I'm sorry. I've done a lot of mean things in my life. I'd hate to think of people sitting. . . sitting around. . . just sitting. I don't want to be remembered as the man who took the toilet paper off the shelves. Anyway, there is no shortage."

But stampedes are easier to start than to stop. So Carson's retraction had little effect on the people who kept seeing the empty shelves.

On the East Side of New York, a grocer named Nathan Adam received a call from a woman. She said, "Have you got toilet paper?"

"Yes," he told her. "There's really no shortage, you know."

"There's no shortage you say?"

"That's right."

"Oh, my. I just got a case of 64."

"So now," he said, "you can spend a couple of months in Mexico."

Many of the stores being hit by hoarders filled in with a coarser European toilet paper. People eagerly grabbed it until they found that it was something that belonged on the Oregon Trail. Americans wanted the squeezable softness that their forefathers never knew and they were running amuck to get it.

In a dramatic attempt to stop the panic, the Scott Paper Company allowed TV crews to film the tissue merrily rolling out in its Chester, Pa., plant, the biggest in the world.

Scott officials pleaded for sanity, an eccentric request in America today.

"Stay calm," one of them said. "There just *isn't* any shortage."

But no words from Carson or Scott or even Norman Vincent Peale could have stopped the stampeding hordes. The sight of empty shelves in the markets was all the proof that people needed that there was no Scott Paper plant in Chester, Pa.

By the middle of January, after three weeks of hysteria unique in the history of Western Man, toilet paper was back in the stores and the panic disappeared.

"As soon as people saw that the shelves were full again, the whole thing was over," the Jersey Acme manager said.

"Not quite that simply," said a Hudson Paper Co. official. "We're still trying to sort out all the canceled orders."

"It was a classic study in rumor," said Steuart Henderson Britt, a professor of marketing at Northwestern University. "It was the old did-you-hear-that. A rumor used to take a long time to spread. But now all it takes is one TV star to joke about it and the rumor is in all 50 states. One person says there could be a problem, the next person says there probably is a problem, and the next person says there definitely is a problem."

END

Essay:

Discuss your essay with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Read the radio section in your newspaper and find out what types of programs are on each night. Listen to two programs you have never heard before.
2. Go to the library and get more information on mass communications. Give a report to your class.
3. Write a report on how television has influenced your life. How has it helped to increase your understanding of other people?

These are some things you can do if you are still interested ...

1. It is very important for people to:

   a. Understand what they are like now.
   b. Understand what they would like to be in the future.

Rank order the following two columns by putting a "1" next to the one you use the most and then a "2" through "5" for the answers which are less important.

How I Communicate Now:	How I Would Like to Communicate in the Future
____ by slang	____ by slang
____ by music and dancing	____ by music and dancing
____ by writing	____ by writing
____ by speaking	____ by speaking
____ by body movements and posture	____ by body movements and posture

Discuss your answers with your teacher and/or your classmates.

Final Activity

What did you learn in this unit. In the space below, write down what you learned in this unit. Begin with the words "I learned..." or "I realized..." and make a list of the important things you learned about how we communicate. You may look back at the work you did in this unit, but put your answers in your own words. Be honest in your answers.

WHY PEOPLE ACT THE WAY THEY DO*

What this unit is about: This unit is about why people act the way they do.

These are the main topics of the unit:

1. Some basic needs of people.
2. Some reasons why people act as they do.
3. Learning new ways of acting and reacting.
4. What about me? Making decisions about acting.

This is why this unit is important to you:

It is important to think about how and why people act as they do, so that you can begin to understand why people do things as you meet them. This is important when you are at a job because you will have to work with many different kinds of people who have different needs, experiences, values and backgrounds. You will have to make judgments about why they are acting the way they are and how you should act to them. If you can try to understand them it may help you to deal with them at that time.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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* This unit is adapted from and based on a series of booklets entitled *Why People Act As They Do*, in Ojemann, et. al. *A Teaching Program in Human Behavior and Mental Health*, handbooks K-VI. Educational Research Council of America, Rochefeller Building, 4th floor, Cleveland, Ohio 44113. Permission is granted by the publishers to reproduce portions of the handbook for educational purposes, provided full credit is given.

1. SOME BASIC NEEDS OF PEOPLE

This is the main thing you should learn: People have some basic needs and try to satisfy these needs in many ways.

These are the things you should be able to do when you have finished this lesson:

1. Tell what are the different physical needs people have and how they might act if those needs are not met.
2. Tell what are the different things that make us feel secure and insecure.
3. Tell many different ways that people try to count for something that others both like and dislike.

This is the information you need:

People act the way they do for many different reasons. There is no simple answer as to why people do different things. Each person has his own reasons for acting. But there are some things which all people have in common. These may be reasons for the way some people act. We have to know the right questions to ask. We have to know the right information. We have to try to find out the reasons why people are acting in a certain way.

One general reason why a person might act the way he does is because his needs might not be met. All people have certain needs which need to be met.

Some of those needs are physical needs. These are needs that our bodies have. One of the things that people need is food. When people are hungry, very often their behavior will change. They may get angry more easily. They may be irritated quickly. And if they have not eaten in a long time, they may do very strange things. There are some experts who believe that not eating the foods which give basic vitamins and minerals to the body may also affect the way they act and behave. They may not be able to think for long periods of time. They may get very tired easily. They may even become sick. However, this doesn't usually happen unless they do not have the proper foods for long periods of time.

Another basic need is the need for rest. Many people do not sleep well. Some go to sleep late and get up early after a hard night's work. These people can be very difficult to get along with. They also may get angry easily. They may insult people. They just may act tired. When people do not get the sleep they need for long periods of time, they may begin to act very strangely. For example, they may show sudden bursts of energy and then become very, very tired.

Another basic need people have is the need for activity. A person who has been sitting for a long time may have to get up and move about. Someone who has been doing the same thing for a long time may have to do something else for a while. Often children need more activity than adults. Sometimes we are forced to be inactive for long periods of time. We may begin to change the way we act. We may get very fussy. We may get angry. We may try to move around as best we can.

When people are able to satisfy their needs, they often feel secure. Security is feeling comfortable with ourselves and the world around us. We tend to feel more secure when we know we are able to get food to eat. We feel secure when we can rest enough. We feel secure when we can be active. We also feel more secure when we can get rid of or handle the things we think are going to hurt us. We feel more secure when we feel safe from harm. Sometimes we feel that someone is going to harm us. Sometimes we feel that we cannot get help from harm, such as from doctors, police, and firemen. If this happens we tend to feel less secure. We thus may become less trusting of other people. We may become angry. We may react to not feeling safe and secure in many different ways.

There are other things which make us feel more safe and secure. When we belong to a group which we can be part of and do things in, we feel more secure. When we can do things well we feel secure. And when we can get help when we need it, we feel secure. When we have a need and know different ways to satisfy it, we feel secure.

At some time or other, everybody has the needs and feelings that were discussed. But because we are all different, we have these needs and feelings at different times. We have different ways of working them out, too. At times, some needs may be more important to us than others. We feel secure when we find our own way to satisfy the needs that are important to us. For some people making money to take care of a family's needs is most important. To others a happy and healthy family is most important. Still to others having lots of friends is most important. The needs most important to us change, depending on our experiences.

No one can feel secure all the time. When we do not feel secure, we say we feel insecure. This may be a feeling of weakness and helplessness. Everybody feels insecure sometimes. What can cause us to feel that way? Fear of dangerous objects or situations can. Fear of something unknown can. And fear of not knowing what to do in a situation may make us feel insecure.

Some experts also think that another need people have is the need to count for something. Different people use different ways to try to count for something. People try to count for something by being able to do useful things. Some people try to be well known, and to be a leader. Some try to help other people. Other ways include having many belongings, being able to earn money, being well liked, being good looking, and having special skills and talents. Naturally, there are also other ways people try to count for something. Being praised for what you do often helps people feel that they count for something.

There are two more things you should know about counting for something. First, sometimes we are not sure that we count for something. When we feel disappointed about something or feel left out, we may feel insecure. We often have this feeling when we do not feel that we count for something. Sometimes we may even try to hide this feeling from ourselves. We pretend that it is not there at all.

Second, people sometimes choose ways to count for something that other people do not like. Some people become show-offs. Some people always try to be the boss. Some people bully others. These ways of counting for something can make life very difficult for other people.

Here are some questions to see if you learned the important things: Write the answers on a separate piece of paper.

1. There is a general statement about all people having certain needs which need to be met. In your own words, write down what you think the author meant by this statement.

2. One type of need mentioned in the article is physical needs.

    a. Make a list of the different physical needs that people have.

    b. For each physical need, make a list of the different ways that people might act if those needs have not been met. You might even add some ways not mentioned in the article but that you know about from your own experience.

    c. This is a thinking question whose answer is not directly found in the reading. Sometimes physical needs are developed artificially, such as the need for cigarettes or drugs. Describe what you think are the reasons why these needs develop, and how people act who have these needs.

3. Another type of need is the need for security.

    a. Make a list of the different things which help to make us feel secure.

b. Make a list of the different things that can make us feel insecure.

4. A third type of need is the need to count for something.

a. Make a list of the different ways people try to count for something by doing useful things.

b. Make a list of the ways people sometimes try to count for something that other people do not like.

c. Can you think of any things people might do to try to count for something that might be useful, but that some other people might not like? List them on your sheet.

Discuss your answers with your teacher and/or your classmates.

Activity 1

For each statement below write down what needs you think are not being met. Also try to think of one way you think the person could be helped based on the needs you think are not being met.

1. A girl who is not well liked by her classmates, and who is always hanging around the teacher.

Needs not being met:

One way this girl could be helped:

2. A boy whose family has just had a new baby added to the family.

Needs not being met:

One way this boy could be helped:

3. A person on a long automobile trip who is beginning to disturb everybody else in the car.

Needs not being met:

One way this person could be helped:

4. A student in a classroom where the students must sit in their seats for very long periods of time.

Needs not being met:

One way this student could be helped:

5. A child whose parents are always trying to find fault with what he does.

Needs not being met:

One way this child could be helped:

6. A person who spends most of the weekend at parties and then goes to work in a very grumpy mood on Monday morning.

Needs not being met:

One way this person could be helped:

7. A person who mainly eats potato chips and coke and is usually tired during the day.

Needs not being met:

One way this person could be helped:

8. A person who tries out for a part in a play and doesn't get it because his voice is too soft.

Needs not being met:

One way this person could be helped:

9. A person who goes from job interview to job interview and is always turned down because they are told the job was filled or there are no openings.

Needs not being met:

One way this person could be helped:

10. An elderly person who is afraid to walk the streets at night for fear of getting attacked and mugged.

Needs not being met:

One way this person could be helped:

Discuss your answers with your teacher and/or your classmates.

Activity 2

Make a list of people that you know whose needs are not being met. Think about people that you know directly. Also think about people that you know indirectly such as local businessmen, police, elderly Black and white people, young children in school and others. For each of these people, first write down what needs are not being met for them, in your opinion. Then write down one thing you think could be done to help them meet that need. Write these down the same way that you wrote them down in Activity 1. Discuss your answers with your teacher and/or your classmates.

2. SOME REASONS WHY PEOPLE ACT AS THEY DO

This is the main thing you should learn: There are differences in people's physical abilities, experiences and values which affect how people act.

These are the things you should be able to do when you have finished this lesson:

1. Tell what some of the physical differences and differences in abilities are that might affect how we act.
2. Tell what some important differences might be in the experiences people have had which might affect how they act.
3. State which values you hold are more important to you than others and why, and how these values affect the way you act.

This is the information you need:

There are many reasons why we act the way we do. In the last lesson, we explored some needs that we all have. In this reading we will explore some other reasons for the way we act.

One reason for the way we act has to do with our physical differences and abilities. We are all born with a certain physical make-up. If your parents are tall, the chances are increased that you will be tall. The color of your skin and your eyes are things that you can't do too much about.

But you may also have been born with certain talents or abilities. You may be able to do special things. Some people, for example, are born with a special talent for music. Some are born with a special talent for working with their hands. Some are born with a special talent for extra special thinking, such as in mathematics and in other subjects.

This does not mean that a person with extra special talent in one thing or another will be great at it. It does not mean that a person who is not born with that extra special talent cannot be good at the same thing. There are many other factors which determine whether a person will do well at something or not. Some people may have the opportunity to learn something that others can't learn. They may become better at doing something. Some people might not be willing to spend their time and energy learning something. But they may have a talent for doing it.

The things that we are born with, plus our experiences and opportunities lead to the different ways we behave. We cannot separate these things. We must think of them together. People react in different ways because they have grown up in their own environment. They learned ways of doing things from the people around them.

Some American Indian children, for example, will not try to show that they are better than their friends in doing something. They will not be willing to say who is a winner in a contest to see who can do something better. We learn ways to act from our parents and neighbors, and others. We learn when we are told to do certain things. We learn just by watching the way they behave. We learn from the people who are the same age as we are. We learn to act in the same ways as people whom we admire - whom we look up to

Our values can also influence the way we act. The people we are around have different values. The people we read about or see in the movies or on television have different values. Values have to do with the things we think are important and things we are interested in. They are about what we want to have, and what we want to accomplish. Our values are passed on to us by many people. They include parents, friends, teachers, our "heroes," and others. Here is another reason why we are all different!

What are some of the different values we learn from others? Some people think that learning and education are very important. They praise people who do well in school. They try to help them get a good education. Other people don't think that having an education is so important. Other people value money and having "nice things." For example, driving a late model big car may be very important to them. There are also a lot of people who don't value these things so highly. Some people think that being good at sports is pretty important. Other people think sports are a waste of time. To some people, being good-looking is important. To others, what they look like is not so important.

These values that people have affect the way they act. A person who learns to value education may be found reading a lot. A girl might get angry and stamp her feet a lot when she can't have a new dress. She probably values her appearance and having nice things. Her past experience may have also shown her that getting angry is one way to get what she wants.

Thus, there are some other things which affect the way people act. People's past experiences, their different opportunities, and their values have a lot to do with how they act.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. People are born with both physical differences and differences in abilities. Make two lists of differences. One list should include all the possible physical differ-

ences you can think of. The second list should include all the possible differences in special talents or abilities.

2. The experiences we have also make a difference in the way we act. See if you can think of some important differences in the experiences different people have. Think of the ones that might make a difference in how they act. Make a list of these differences in experiences.

3. Think about the experiences of Black people. What experiences that Black people have had do you think would make a difference in how they would act? Make a list of experiences that Black people have had that might make a difference.

4. Another possible reason for the differences among us is the values that we hold. Do the following activity. Below you will find a list of eighteen values that a person might hold. Your job is to put them in the order from one to eighteen according to the importance of these values to you. Put a 1 next to the value which is most important to you. Put a 2 next to the value which is second most important. Keep going until you have numbered all of these values. The value which is least important to you should be number 18. Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you really feel.

_____ A COMFORTABLE LIFE (A prosperous life)

_____ EQUALITY (Brotherhood, equal opportunity for all)

_____ AN EXCITING LIFE (A stimulating, active life)

_____ FAMILY SECURITY (Taking care of loved ones)

_____ FREEDOM (Independence, free choice)

_____ HAPPINESS (Contentedness)

_____ INNER HARMONY (Freedom from inner conflict)

_____ MATURE LIVE (Sexual and spiritual intimacy)

_____ NATIONAL SECURITY (Protection from attack)

_____ PLEASURE (An enjoyable, leisurely life)

_____ SALVATION (Deliverance from sin, eternal life)

_____ SELF-RESPECT (Self liking, self esteem)

_____ A SENSE OF ACCOMPLISHMENT (Making a lasting contribution)

_____ SOCIAL RECOGNITION (Respect, admiration)

_____ TRUE FRIENDSHIP (Close companionship)

_____ WISDOM (A mature understanding of life)

_____ A WORLD AT PEACE (Freedom from war and conflict)

_____ A WORLD OF BEAUTY (Beauty of nature and the arts)

Discuss your answers with your teacher and/or your classmates. Try to find out how much your values are the same and different. If you count the number of ones, two's, three's, and so on, for each value to see the similarities and differences. What do your answers mean in terms of the way you and others in the class act or would like to act?

3. LEARNING NEW WAYS OF ACTING AND REACTING

This is the main thing you should learn: There are many different ways of reacting to the same situation. People have a choice in deciding how they are going to act.

These are the things you should be able to do when you have finished this lesson:

1. Tell some different ways people act when their needs are not being met and which ways are the best ways.
2. Be able to state what the six steps in the scientific method are that can help to find out why people feel and act the way they do.
3. Be able to state different ways people might express their anger if their needs are blocked.

This is the information you need:

What do we do when a person acts in a way we don't understand or like? Let's look at an everyday situation in two different ways.

Case A

Mr. Smith was driving Bill and his friend to school. Suddenly the car's motor stopped. Mr. Smith turned the key. Nothing happened.

"I wonder what's the matter with this beat-up old wreck," he said angrily. "It's acting crazy!" He got out and stood looking at the car, shaking his head. Then he gave the back tire a hard kick and said, "That will teach you a lesson! We're just going to leave you here in the middle of the street until you can act better. I hope you get good and ashamed of yourself. That'll make you sorry for acting so stupid!"

Ways of Reacting

Let's look at the things Mr. Smith did. You'll see that the way he treated the car is very much like the way you've seen people treat someone who did something which was hard to understand, or that the people didn't like.

With the Car	With A Person
1. He got angry, called the car names and kicked it.	1. They got angry and hit, kicked, or called the person names.
2. He left the car where it was to "teach it a lesson."	2. Punished the person or left him alone to "teach him a lesson."

With the Car	With A Person
3. He walked off without trying to find out why the car acted that way.	3. Decided the person was bad or "crazy" without trying to understand why he acted that way.

Case B

Mr. Jones was going to drop Bill and his friend off at school, which was on the way to Mr. Jones's job. Suddenly the motor stopped. Mr. Jones let the car coast over to the curb, where it was out of the way of other cars.

"What do you suppose is wrong?" he wondered out loud.

"The motor just stopped for some reason," said Bill.

"Of course!" said Mr. Jones. "Motors don't just stop for no reason at all. I wonder if it needs gas." He looked at the gas dial. "No, the tank is half full, so that can't be it. I'm going to look under the hood and see if I can find out what the trouble is."

The boys could see him fiddling with something in the motor. Then he climbed back in the car and tried to start it. The motor just gave a few chuckles and stopped again.

"I saw something I thought might be causing the trouble, but that wasn't it either," sighed Mr. Jones. "We'd better call the garage. They can send out a man who knows more about these engines than I do."

Ways of Reacting

Mr. Jones was an electrician. Looking for reasons was part of his job. He handled the problem in a different way than Mr. Smith did. Let's look at what Mr. Jones did with his car and see how it is like the way we might handle a problem with a person.

With the Car	With a Person
1. He got the car to the curb, where it was safe.	1. We get things under control.
2. He thought of some reasons why the car might act that way.	2. We try to think of reasons why the person might act that way.
3. He tested his guesses by checking the gas and looking under the hood.	3. We try to see if we have found the real reason for the person's behavior.
4. When his guesses were wrong, he called the garage to send out a man who knew more about motors than he did.	4. When we are still puzzled, we talk the problem over with a parent, a teacher, or someone who might help.

Looking for reasons as to why cars behave the way they do, as well as looking for reasons as to why people behave the way they do, is an important part of what we call the scientific method. You can use the SCIENTIFIC METHOD to find out why the sun comes up in the east, why the grass is green, or WHY PEOPLE ACT AS THEY DO. You don't have to be a scientist to use this method. You'll remember that Mr. Jones used some of these steps to handle his problem with the car. Let's pretend that he's now trying to find out about people and angry feelings. How is he going to use the steps of the SCIENTIFIC METHOD to find out what causes angry feelings?

MR. JONES AND THE SCIENTIFIC METHOD

1. ASK A QUESTION

"I certainly got mad when the car stopped this morning," said Mr. Jones to himself "What causes angry feelings, I wonder?"

2. GATHER INFORMATION

Mr. Jones went to the library and staggered home with a pile of books. He read all day and far into the night about anger and WHY PEOPLE ACT AS THEY DO. Whenever he saw someone get angry, he would whip out a little green notebook from his shirtpocket and take notes. But he wasn't satisfied.

"Grown-ups sometimes hide their feelings," he said to himself, "and I can't always tell whether they are angry or not. Little children show their anger more plainly. I'll pop down to the nursery school and watch them. It shouldn't be hard to tell when they are angry or to find out what makes them that way."

Day after day Mr. Jones sat watching the children and making notes in his little green notebook. When a child grabbed a toy away from his playmate and the playmate hit him, Mr. Jones would scribble away.

"Why don't you keep Jimmy from hitting Susan?" said the teacher one day.

"Ah," said Mr. Jones, "that is your job. My job is gathering information.

"Humph!" said the teacher, who thought Mr. Jones was a pest.

3. MAKE A GUESS ABOUT THE REASON

One day during the lunch hour Mr. Jones shouted, "Eureka!" (which means, "I have found it!") and startled the teacher so that she dropped her hamburger on the floor.

"What's the matter with you?" she asked crossly. "That was my lunch!"

"That just goes to show that my guess may be right!" said Mr. Jones. "You are hungry because it's lunch time. I startled you so that you dropped your lunch on the floor. I blocked you from satisfying your need for food, so you are angry with me."

"I certainly am!" the teacher snapped.

"Now I shall remove your anger by satisfying your need. Will you have lunch downtown with me, Miss Pinkerton?" asked Mr. Jones.

Miss Pinkerton smiled. "I think you're on the right track," she said, taking her coat from the rack. "You mean that when something or someone keeps a person from satisfying his needs or feelings, he gets angry."

"That's my guess," said Mr. Jones, opening the door for her. "But unless this is true almost all the time, I cannot say that is a cause. I must test my guess."

4. TEST YOUR GUESS

That afternoon Mr. Jones began testing his guess.

Jimmy was sleepy and lay down for a nap on his mat, but Mr. Jones kept whispering in his ear, "Wake up! Wake up!" Soon Jimmy started to cry and pulled Mr. Jones's nose.

After a long nap, Susan wanted to go outside and play, but Mr. Jones made her sit in a chair and look at a book. "I don't want to look at the book," Susan said. "I want to play outside." Mr. Jones frowned at her and said she had to sit still. Susan threw the book at him.

Max made a sand castle in the sandpile. He was very proud of it. "Look what I can do!" he said to Mr. Jones. "I'm a BIG boy!"

"You are not," said Mr. Jones. "You're just a baby, and you can't do anything well. You don't count for anything at all."

Max got out of the sandpile and kicked Mr. Jones.

"At lunch I thought you were a very nice man," said the teacher. "But you've been nasty to the children all afternoon. They're all so angry that I can hardly handle them."

"My dear Miss Pinkerton," said Mr. Jones. "I have only been testing my guess. I kept Jimmy from satisfying his need for rest and he got angry. I kept Susan from satisfying her need for physical activity and she got angry. I kept Max from feeling he was a big boy and counted for something, and he got angry.

"I have had my nose pulled. I have a bump on my head where Susan hit me with a book. I have a bruise on my leg. This SCIENTIFIC METHOD can be very hard on a person!" He rubbed his head.

"Just the same," said Miss Pinkerton, "your guess must be right."

5. DRAW A CONCLUSION

"Yes," said Mr. Jones. "I have drawn the conclusion that PEOPLE GET ANGRY WHEN THEIR NEEDS OR FEELINGS ARE BLOCKED."

"NOW can you leave my children alone?" asked Miss Pinkerton, tapping her foot. Mr. Jones smiled.

6. BE READY TO CHANGE YOUR IDEAS

"Yes," he said. "But I know only that children of this age get angry under those conditions. I must go on testing my guess with grown-ups. Perhaps they are different. I may have to change my ideas when I get further information."

"Oh, dear!" said Miss Pinkerton. "If you try to get people angry the way you got Susan and Jimmy and Max angry, you'll lose your friends. That will make you feel insecure. How sad!"

"That IS a problem," Mr. Jones said thoughtfully. "Everyone needs to feel loved and secure. Miss Pinkerton, will you marry me and satisfy my need to be loved and secure?"

So Miss Pinkerton married Mr. Jones, which made him feel loved and secure. And they hardly ever get angry at each other.

WE SHOW OUR ANGER IN DIFFERENT WAYS

As Mr. Jones found out, it's often easy to see the causes and the results of anger in a very small child. A small child has simple needs he wants to satisfy; and usually he has simple ways of showing his anger. He is likely to cry, scream at, or attack the person or thing that is bothering him. But remember... PEOPLE HAVE DIFFERENT CHARACTERISTICS AND EXPERIENCES WHICH HAVE SOMETHING TO DO WITH THE WAY THEY ACT.

As we grow older, we collect more and more experiences which change us. No one has had the same experiences as we have had or has been changed by his experiences in the same way. So nobody in the whole world has the same characterisitcs as we do. Each of us has bumped into different blocks to our needs. Sometimes this has made us angry. We have learned to work out our angry feelings in a number of different ways. We find that some ways work well. Other ways of working out our angry feelings just seem to make things worse.

Because people have different characteristics and experiences, they have learned to show their anger in different ways. But all people have angry feelings at times - whether they show it or not. Because there are different ways of showing anger, an angry person may hit, say mean things, pout, walk away, pretend he doesn't care, or just sit very quietly. What else might an angry person do?

____

What are YOU most likely to do when you get angry? ____________

____

Does this way of showing your anger usually solve your problem, or does it usually make more trouble for you?

____

People may direct their anger toward the things or person that is blocking a need. If we are hungry and the candy machine won't work, we may kick the machine or shake it. Like the small children whom Mr. Jones studied, we still may attack the thing which is blocking us. We may still yell or fight or call people names when we're angry, even though we know that this may get us in trouble.

Directing anger at the thing or person who is blocking the need may make the problem worse. If Mr. Smith, who got mad at his car, had gone off and left it in a "No Parking" zone, he might have gotten a ticket, and this would have made his problem worse!

Sometimes, however, directing anger directly toward the person who is blocking a need helps us work out our problem. This may get rid of the blocking. Perhaps the person who was blocking our need really did not intend to bother us.

People may direct their anger toward something which has nothing to do with blocking the need. Thinking about what might happen later may keep us from showing our anger to the person who is blocking us. Perhaps we are afraid of the person who is blocking a need. Then we sometimes "take out our anger" on something or someone else.

(Example: Mr. Green got angry at work, but he couldn't "talk back" to the boss. When he got home, he "took it out" on Mrs. Green. Then she scolded Jimmy, and he, in turn, yelled at his dog Homer. Homer didn't know what the matter was, so he just looked sad!)

You may be thinking that it isn't really fair to take out our anger on someone who had nothing to do with making us angry. This is true, of course. But when we are angry, we don't always think straight enough to be fair.

Again and again, historians and scientists have seen that when individuals or groups of people have problems and feel angry, they direct their anger toward someone who cannot hurt them back - usually someone small or weak.

If you are afraid that the person who is blocking you might hurt you, it is, of course, much safer to attack someone else who cannot protect himself. But it is an uncomfortable feeling to know that you have hurt an innocent person unfairly. You may stir up even more trouble for yourself. Showing your anger this way almost never solves your problem and often leaves you with more problems to worry about.

Talking about our anger with another person may help us get rid of angry feelings or find a way to solve the problem. Sometimes punching a punching bag, yelling our heads off outside, or stamping our feet could help us "let off steam" in a safe way. Then when we've "cooled off," we may find it easier to think about the problem. This is a different method than just yelling or hitting out to get rid of angry feelings, without taking the next step of thinking through the problem.

The stronger our need is, the more angry we usually get. While we are very angry, we seldom think very well. It gets hard for us to think ahead and decide what might work out best. This is why it is helpful to keep our angry feelings in check and wait to think the problem over before acting. This is called "using self-control." Self-control lets us "cool off" and think things over before we do something to solve a problem. Self-control can stop us from showing our anger foolishly or dangerously, but we need to take the next step: thinking through the real problem.

People may direct their anger at themselves. Have you ever heard someone say, "I could kick myself for doing that!"? Sometimes our own careless mistakes or not stopping to think can block us from satisfying our need. When we see that we are causing the blocking, we can often start removing the block.

Sometimes we keep trying to use just one way to work out our problem - although there may be several ways to work it out. Sometimes we're not really sure what need is blocked, or what the problem is: we just feel angry and uncomfortable. We may want to hit out at someone or something, but we are afraid that will make things worse. We may even get angry at ourselves for wanting to do something which we have learned not to do. We may get angry at ourselves for wanting to act in a way that we know is childish or foolish.

USEFUL ANGER

Is it wrong to feel angry? Of course not. We have been explaining that it is natural to get angry sometimes when we cannot take care of our needs or work out our feelings. However, being angry does not give us the right to hurt other people. Being angry doesn't give us the right to act as if we were still little children who don't know any better. The way we SHOW our anger can make other people admire us, or it may make other people dislike us. What we do with our anger can keep us out of trouble or get us into trouble.

When we get angry, it is because we want to change some situation which is blocking our needs or feelings. And SOME SITUATIONS NEED CHANGING! Anger can give us the "push" which helps to change things.

LET'S LOOK AT SOME SITUATIONS WHICH MIGHT MAKE SOMEONE ANGRY ENOUGH TO CHANGE THINGS.

Situation A

All his life Mr. Whistlestop had lived in the great city of Ogsburg beside the great lake of Bluewater. He loved the city and was proud to be living in such a busy, important center of trade and industry. Each year the city grew. More factories were built with huge smokestacks. More and more ships came up to the docks to load and unload. Every day many thousands of cars, buses, trains, and airplanes carried people and goods into and out of the city. The air became full of dust and smoke from all the activity. Dirt settled on all the buildings and sifted in around the windows. The water in the bay turned an ugly color and began to smell bad. The fish in the lake dies off or swam some place else to live. People complained that the air made their eyes hurt and made them sneeze and cough.

"Oh dear," said Mr. Whistlestop. "Somebody should do something. How terrible it is! People are even calling our beautiful city 'Smogsburg' now."

But nobody did anything and the smog kept getting worse and worse. It was even bad on Saturdays and Sundays when many of the factories were shut down. One day when the smog was very heavy, Mr. Whistlestop was walking his dog through the park. He couldn't see very well, but everywhere he could hear people coughing. Even the dogs were coughing!

Suddenly Mr. Whistlestop felt very angry. "I can't enjoy my walk any more," he said. "How can people be happy here when we have to breathe in all this smog!"

A puff of wind came off the lake and blew some of the smog away. Mr. Whistlestop saw that he was standing in front of the statue of the founder of the city, Cyrus Og.

"Mr. Og," he called in a very loud voice. "I'm very angry about all this smog and dirt which are spoiling our beautiful city and making our lake smell bad!"

"I'm angry, too," said a voice, and another, and another, and another.

"All right," said Mr. Whistlestop. "Then let's get busy and DO something about it!"

Situation B

"Yes, we killed over a million people because they went to the wrong church. But we were just following orders. Is that any reason to send us to jail?"

Situation C

I know that Mrs. Smith can't do the job as well as you can, but she's the right color and you aren't.

* * * * * * *

There are a number of important points in this reading. They include:

1. There are different ways of reacting to the same situation. One way is to simply get angry. Another is to look for reasons why the situation happened. This is especially true when we are dealing with other people.

2. You can use the scientific method to try to find out why people act as they do. This includes asking questions, gathering information, making guesses about the reasons, testing your guesses by changing your own behavior, drawing a conclusion, and being ready to change your ideas.

3. People show their anger in different ways. Some people may

direct their anger toward the thing or person that is blocking their needs.

4. People get angry when their needs or feelings are blocked. People show their anger in different ways. Some people may direct their anger toward the thing or person that is blocking their needs. Some people may direct their anger against something or someone which has nothing to do with blocking the need. Some people may direct their anger at themselves.

5. Anger can be very useful in making us realize that it is necessary to change the situation which is blocking needs and feelings. The best way to change the situation is to try to think of solutions which people can work towards that can come closest to being most beneficial to all concerned.

Here are some questions to see if you learned the important things: Write the answers on a separate piece of paper.

1. Mr. Jones had just bought a new clock radio from a department store. After a few days, the radio suddenly stopped.

   What would be two different ways of acting in this situation? List them on a separate sheet of paper. Which of these two ways do you think would be a better way to respond and why?

2. Suppose that you met someone on the street, a friend of yours, who seemed very unhappy about something.

   a. What are the six steps of the scientific method you could use to find out what was bothering him or her?

   b. Name one question you might ask your friend to find out what was bothering him or her?

   c. If your questions weren't helping you, how could you find out more information?

   d. What might be one guess you could make about the reason for the way your friend felt?

   e. If the reason he or she felt unhappy involved you, how might you change your actions to help your friend?

3. There are many ways that people direct their anger when their needs are blocked. Name four different ways that people might show their anger.

4. Let's suppose that there are a number of parents who are angry because there have been many accidents on the corner of their street where there is no traffic light. List as many ways as you can think of that these parents can act. Which of these actions do you think would be best and why?

5. Here is an imaginary newspaper. Some of the "news stories" tell us that people's needs or feelings are being worked out. Others show that people are being BLOCKED. Circle the numbers of the stories which show us what can happen when needs are BLOCKED.

1. FOOD RIOTS BREAK OUT IN POVERTANIA

Angry mobs of citizens stormed Government House today, breaking windows.

"The Governor is sitting in there, feasting on turkey while we starve," said a spokesman for the group. "We can no longer help ourselves, but the Government won't give us food.

Six months without rain has caused crop failures throughout the country.

2. EIGHTY-YEAR-OLD WOMAN CROSSES U.S.A.

Mrs. Ida Yen, 80-year-old grandmother, finished her cross-country hike today. Walking from New York to San Francisco, Mrs. Yen took with her only a basket containing graham crackers and her cat, Doggie. When asked why she attempted such a difficult task, Mrs. Yen replied, "Oh, I just got tired of sitting around the house."

3. MINER ARRESTED FOR BURGLARY

J. M. White, unemployed copper miner, was jailed here today and charged with breaking into the Hilltop Grocery Store. Police caught him with his hand in the cash drawer.

"I haven't been able to earn a dime since the copper mine ran out," said White. "Mining copper is the only work I know how to do. I needed money to get to Oreville. They still have copper in the mine there. I just wanted to get enough money to go there to get a job so I could support my family."

4. ALICE BROWN WINS BEAUTY CONTEST

Alice Brown was crowned State Beauty Queen today.

"This was my fourth contest," smiled Miss Brown. "I'd almost given up trying. My family can't afford to send me to college, and this was the only way I knew to raise the money."

The State Beauty Queen title carries a scholarship award.

5. PROTEST MARCH IN ARKADELPHIA

Pickets carrying signs reading, "We need decent housing," marched for the third week in Arkadelphia. City laws keep people with warts from buying homes in non-wart districts.

"We don't want bumpy people living next door to us," said Mr. I. M. Smooth, President of the Anti-Wart League.

"We're overcrowded in Wart Town," said Mr. Lump, one of the picketers. "We'll march until the laws are changed."

Show your answers to your teacher before you go on to make sure your answers are correct. For the stories where needs are being blocked, make a list of the needs being blocked. Also make a list of the way these people acted because their needs were blocked and whether you think these were the best ways to act and why. Discuss your answers with your teacher and/or your classmates.

4. WHAT ABOUT ME? - MAKING DECISIONS ABOUT ACTING

This is the main thing you should learn: You should learn a variety of things to think about in deciding how to act. You should learn some things about yourself which will help you think about the reasons for your own actions.

These are the things you should be able to do when you have finished this lesson:

1. Be able to tell different ways for making decisions about how to act.
2. Be able to tell how your experiences based on health, school, home, getting along with others, and other things affect the way you make decisions about how you act, and affect how you act.

This is the information you need:

WHAT ABOUT ME?

We have learned many reasons for the different ways people act. Someone is sure to say, "I see that there are reasons why people act differently, and I can even tell you some of the reasons why people act different ways. But what am I supposed to do about it? I may understand that Joe is feeling bad because he was just scolded for something he did. That may be one reason why he is going around picking on everybody. But am I supposed to just let him pick on me?"

Somebody else will say, "Jeanie may feel important when she is a leader and I know we all want to feel important sometimes. Does that mean I should just let her go ahead and be the leader all the time?"

Another person will say, "Rose always gets cross when she's tired. But what about us? Are we supposed to let her be cross with us at those times?"

WHAT ARE SOME IDEAS ABOUT WHAT YOU MIGHT DO?

Because of the kind of person you are, either you like or you don't like some of the ways people use to work out their feelings. Sometimes it can help you in understanding other people's behavior if you think:

"How would I like it if................"

or

"How would I like it if I felt left out and
if I felt I didn't belong?"

People who think, "How would I like it if...." are trying to look at a situation from the other person's point of view to help them understand the other person's feelings. If you are trying to understand a person, the chances are better that he will also feel he has a chance to understand you.

A helpful thought to remember is "Try to put yourselves in the other person's shoes." Try to look at the situation from his or her point of view.

Another help in understanding people's behavior

Knowing reasons helps you to understand why people act the way they do. But even when you know the reasons, it isn't always easy to understand them. There is one thing we can do, however; we can reserve judgment instead of making a "snap judgment" without much to go on.

RESERVING JUDGMENT means to wait until we know a person better, or understand the reasons for his behavior better, before we judge his actions or form an opinion about them. Oftentimes we don't understand why a person acts the way he does. Because we don't know much about the situation, we reserve judgment.

Here are some things to think about:

1. The example: Here is Jeanie who always wants to be leader.

Part of the reason: Jeanie may want to feel "worthwhile," as all of us do. One way Jeanie uses to work out this feeling of wanting to count is by trying to be leader.

What about us? We feel that we understand something about why Jeanie wants to be leader all the time. We also know that some others of us want to have our turn to be leader, too.

Things we might do: Help Jeanie feel that she counts for something in other things. Then she wouldn't have just "being leader" as the only method she uses.

Things we might do to help Jeanie feel she counts: __________

____

____

____

Other possible reasons: ______________________________

____

____

____

2. _The example:_ Rose is often cross and disagreeable when she is tired.

Part of the reason: Rose may need more sleep in order to feel rested. Some of us need more hours of rest than others.

What about us? We have the information that Rose is often "cross" when she is tired. Often it "starts trouble" among the people she is around.

Things we might do: Try to keep from bothering Rose at these times. How might this help?

____

____

____

How else might we help Rose? __________________________

____

____

Other possible reasons? ______________________________

____

____

3. _The example:_ Joe and I don't seem to be able to get along very well.

Part of the reason: Don't know.

What about me? "I don't like having these disagreements with Joe and would like to make this situation better."

Things that might be done: First, look for the reasons. Look at the situation with the idea, "Is there something that _I_ do that might cause the trouble? Or is it something that has nothing to do with me?"

How might this help? ______________________________

____

____

What else might you do? ______________________________

____

____

You can now see there are many decisions you have to make if you want to try to understand other people's behavior as well as your own. Have you ever thought about the fact that there are several ways of making decisions?

Each day you have to decide many things. You have to decide what clothes to wear to school. You have to decide how you are going to do your work. You have to decide how long you are going to stay in school, what work you want to do to earn a living and so on. You have to decide how you are going to react to other people's behavior. What other kinds of decisions have you made?

____

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____

____

There are several ways of making decisions

Making a decision means you "make up your mind" or "you decide what to do." In making these decisions, there are several ways you can go about it.

1. You can do the first thing that comes to your mind and not stop to think at all. You may feel you want to do something the moment something happens that you don't like. If you think you are going to get hurt you might not feel that you are able to do much thinking at the moment. If you have to do something right away, you will act as if you are not sure why it happened. You will do something temporary to get the situation under control to prevent further harm and to give you time to find out why. This is a kind of "first aid." Some people might not call this "making a decision," of course. When you decide something, this usually means you stop to think first. But sometimes people just "do the first thing that comes to their mind," so this will be

counted as a method of making a decision.

2. As a second method, you can think what would be the easiest for you and what would be the most fun right now. In other words, you could think only of yourself and what you would like at this moment.

3. As a third method, you can think of yourself and others plus what you would like to do at the moment. You would not think ahead to see what the effect would be later on but only what you would like now. For example, a group of boys were practicing for a basketball game. They knew they needed practice in passing the ball. They did this for a while, but it was more fun shooting baskets. They got tired of just passing the ball, so together they decided to shoot baskets instead of practicing their passing. When the real game was on, they kept losing the ball because of poor passing. They found they didn't get much chance to shoot at the basket even though they were pretty good at that skill. You can see that they had thought only of the present moment when they were practicing and had not looked ahead to think what the "consequences" might be.

4. A fourth method of deciding would be to think not only of the moment and what you would like now but also to think ahead to see what some of the results might be later, and what the effect of these results might have on you and others around you. If the basketball players had thought about what would happen at the game if they did not practice their passing, and what the effects on each of them and those rooting for them might be, then they might have spent more time practicing their passing and other skills necessary for good basketball playing.

Let's review these four ways of making a decision and think about them for a while.

1. You can do the first thing that comes to your mind and not really think about the situation.

2. You can think only of yourself and your feelings and what you would like to do now.

3. You can think of other people as well as yourself, but you think only of this moment.

4. You can think of other people as well as yourself and what you would like to do now but you can also think ahead to see what some of the effects might be.

Each method has its effects

Each method of deciding has its results or effects. Many times we think only of what we would like to do at the moment but doing these things might not help work out the situation at all.

Then when things don't turn out well, we may make all kinds of excuses or we may put off deciding what to do in certain cases; we may try to blame someone else, and so on. Here are some examples for you to think about.

The basketball team decided that practicing passing wasn't much fun, so they shot baskets all the time. What were the effects of this way of deciding?

____

____

Jack couldn't play ball very well. He felt the other children thought he wasn't "very strong," so he started fights to show that he was strong. What were the effects (what happened?) when Jack used this method?

____

____

If Jack had thought of the effects of his fighting, what might he have done instead?

____

____

All these examples show that each method you use or however you decide to act will have some effects. The method you use for making decisions is very important. When you do the first thing that comes to your mind, you usually are not thinking of the effects of what you do. When you think ahead to see what some of the effects might be and consider others as well as yourself, this is usually a more helpful method.

There are many different kinds of situations (or happenings) where you have to decide what to do. In one kind of situation a person has acted in some way. What are you going to do about it? You now have a decision to make. Whatever you do, you will be reacting to the situation.

> Some person may give you something. ————→ You will react to this situation--that is, you might take it or you might ask him to give it to someone else, and so on.
>
> Some person may hit you. ————→ How will you react to this situation or happening?

Some person may call you a name. __________→ How will you react to that?

Some person may take something from you. __________→ How will you react?

In situations such as these, you are reacting to what another person does. What you have already learned about human behavior applies here. There may be many reasons why a person acts as he does. You want to have some idea why he acts this way before you decide what to do. Here is how one elementary school class decided what to do in a situation that involved many people.

The children made a rule that there should be no running in the halls because the floors were slippery and because the halls were so crowded. But the boys and girls in one grade still ran on their way out for recess. The room council decided to discuss this problem and find out why this happened. In the discussion, it was found that the only way to get to use a swing, or a ball, or a jump rope was to get there first. Now that the reason was clear, the students could start making plans for the best way to handle this problem.

We said that sometimes we have to do something right away before we can find out why it happened. In this situation, having the safety of the children in mind, you might expect the teacher to ask the children to go back into the classroom because she has to do something about the situation and because she is not sure why it happened that they were running. Later the pupils and teacher found they needed to discuss the situation in room council to get at the reasons for the running.

What method of thinking was used? ______________________________

When we meet a situation where several other people are involved, the situation needs to be worked out so that each person can feel that he has a place and that he has a fair chance.

Your own behavior

There are other kinds of situations in your daily life which are different from the kind we just talked about because they deal mainly with you alone. The examples of different kinds of behavior and how they develop that you have been reading about should help you to better understand your own behavior and suggest things you might do about your behavior or situations you get into that you don't like.

One kind of behavior you have does not include anyone else--it isn't something that someone has done to you.

For example:

When you have been sitting still for a while, you feel that you need activity. This situation arose in you. You are not reacting to what someone else has done. But you still have to decide upon some way to work out this feeling.

You might feel tired. You have to decide when will be the best time to rest, and so on.

Because the situation arose within you, you know something about how it developed. You still have to decide what to do about it and you can use any of the ways that have been mentioned.

One way of deciding

When you feel hungry, you could do the first thing that comes to your mind. You could complain, without thinking what effects your complaints might have. Or you could blame someone or get cross and be very irritable.

When you have been sitting still for a time and feel like getting up you might get up and run around the room, or jump up and down without considering how much you are bothering others.

Another way of deciding

When you feel a need for activity, you could quietly change your position in your seat, quietly stretch your legs, quietly get up to get something you need, such as a book. If it happens very often that you feel you must get up and stretch, you could talk it over with your teacher. Maybe the time you sit in your seat is still a bit long for you. Maybe your desk doesn't fit you very well. It might be too high or low. Maybe there is something else wrong.

Doing things such as studying, taking part in spare-time activities, working and playing with your family and friends are other kinds of behavior, which influence the way you feel and the way you act. What you do at home, how you get along with schoolmates; the way you study, what you do in your spare time can be helpful or not helpful--you can like these activities or not like them. Some things you do make you feel that you are worthwhile as a person, some make you feel secure, while others leave you feeling dissatisfied, worried, or restless.

Dissatisfying experiences, besides making you feel restless, worried, or unhappy, may lead to various other kinds of problems. If you feel you don't have a chance, that you aren't well liked, that you haven't interesting work to do, that you can't do things that others admire which makes you feel you amount to something, you may choose any one of several ways of working out these feelings. Fighting a lot, bragging, being non-cooperative or teasing are some examples. Behavior of this sort often appears after a person has had some dissatisfying or unhappy experiences.

What can you do?

Each one of you has a great deal of choice in deciding upon experiences that can be either satisfying or dissatisfying. One of the big jobs is to learn to choose experiences and ways of doing things and of getting along with others that will satisfy your feelings and help you develop into the kind of person that you want to be. Your school, home, and community offer you many experiences that can be used to meet your needs. But it is your personal choice or decision as to whether you want to make best use of these opportunities. In your spare time you have even more freedom in choosing experiences which will either help or hinder you in developing into a happy and responsible person.

But, on the other hand, some of your experiences are not of your own choosing. Ned is much smaller than the average adult while Nancy is going to be even taller than her father. These two people have a real problem in working out some of their physical experiences. They had no choice about being short or tall. People say and do things, too, that have a very real effect on you. Always being chosen last is an experience which Janet doesn't choose. Being criticized often hurts us and can give rise to many unpleasant feelings. By understanding why people act as they do, we may be able to avoid being hurt too easily.

What does this all add up to?

It helps us to realize how knowing why people act as they do can be of benefit to us. What can happen when we try to find the causes for behavior and try to understand how it came about?

> First, trying to understand about behavior often changes our attitude. We look at people and their behavior in a different way. When we learn some of the reasons why a person acted the way he did, we think less of punishing him, getting even with him, or calling him names, and think more about helping him learn other ways of satisfying his feelings.
>
> Second, we are able to look at behavior whether our own or someone else's, to see what produced it. We often see that the reasons are closely related to the kind of experiences a person has had.

Third, it helps us to get some ideas of what can be done about a situation which happens to be one we don't like. Often when we know the causes for behavior, it is not hard to think of suggestions which will help the situation.

Fourth, we can see that some understanding of behavior can be helpful to us in choosing our own experiences and in becoming the kind of person we want to be.

There are some important ideas in this reading, and it might be helpful if we tried to summarize them. These include:

1. It is helpful in understanding another person's behavior if you try to put yourself in the other person's shoes and understand their point of view.

2. It is helpful in understanding another person's behavior if you wait to get to know a person better before judging his actions and forming an opinion about them.

3. There are many ways of deciding how to act. You can do the first thing that comes to your mind. You can think of what would be the easiest for you and the most fun right now. You can think of yourself and others plus what you would like to do at the moment. You can think ahead to see what some of the results might be later. Each of these methods has its results or effects.

4. When a situation is met where there are several other people involved, the situation needs to be worked out so that each person can feel that he has a place and a fair chance, if that is at all possible.

5. When you face a situation alone, you still can decide how to best solve that situation for yourself so that you can satisfy your needs.

Activity 1

Looking at your experiences

You have been planning and working with others in school and out of school. You have done many things of your own choice. How have you been getting along? Have you felt you have done worthwhile things? Do you feel other people understand you? Do you feel other people respect you?

Let's break up this big question of how you have been getting along and give you a chance to look at your experiences.

Experiences based on health. You know you don't do your best work if you don't feel well, or feel tired most of the time. Here are some points to check yourself on.

1. Do you come to school most of the time feeling ready for active work or do you often come to school feeling tired as though you have no energy?

_____ Feel good most every morning   _____ Usually feel good   _____ About half and half

_____ Usually feel tired   _____ Almost always feel tired

2. Do you wake up in the morning dreading what you have to do that day?

_____ Most mornings   _____ Usually   _____ Sometimes

_____ Seldom   _____ Almost never

If you do not feel happy looking forward to the day's work, what is it you don't like?

____

____

3. Do you get tired before the day is over?

_____ Almost always   _____ Usually   _____ Sometimes

_____ Almost never

4. Do you have headaches?

_____ Often   _____ Sometimes   _____ Seldom   _____ Almost never

5. Do your eyes bother you?

_____ Often   _____ Sometimes   _____ Seldom   _____ Almost never

6. Do you know what a balanced meal is?

_____ Yes   _____ Not sure   _____ No

7. When you have a chance, do you select balanced meals?

_____ Yes   _____ Sometimes   _____ No

8. Do you have the "snack" habit, which causes you to be not hungry at mealtimes or perhaps gain too much weight?

_____ Yes   _____ Sometimes   _____ No

9. Do you catch colds easily?

_____ Yes _____ Sometimes _____ No

10. What do you do when you feel a cold (or some other illness) coming on?

____

____

____

____

11. What do you do about ordinary cuts and bruises?

____

____

12. If you drive a car or ride a bicycle, can you name some ways of avoiding accidents?

____

____

____

13. Draw a circle around those questions which you would like to do something about so as to make the situation better.

Activity 2

School experiences

An important part of your experiences are those you have in school. To help you understand these experiences and make the most helpful use of them, there are some questions for you to answer:

1. Write the names of your classes under the heading of "classes" and then rate them on the scale. Check 1 for very well liked, 5 for not liked at all, and 2 or 3 or 4 for somewhere in between. (See page 37 for the chart.)

Classes	1	2	3	4	5

Now that you have rated your subjects, you have a start toward understanding your feelings about them. If you rated a subject 4 or 5, you have indicated that you do not like it very well. You have taken the first step in recognizing your problem. If you want to "do something about it," the next step is to look for the causes. The following list gives some causes which some children have given for not liking subjects. It might give you some clues as to why you do not like a certain subject.

1. I don't see the use of what I am studying and I can not think how it would help me.
2. I feel I have no part in the class except to sit, listen, and give back the same material in a test.
3. I didn't learn some background material from previous classes and, therefore, find it difficult to understand the material.
4. I feel the work is not interesting and that the class is boring.
5. I feel that I am not able to do so well as the rest of the class.
6. I feel that I already know most of the material.
7. I am bothered or worried about other things which make it difficult to keep my mind on my work, or get interested in class discussion.

8. I do not feel I can talk things over with my teacher.

9. I find it hard to make best use of my study time.

Do you have any others to add to the list? Circle the ones you think might apply to you.

Perhaps knowing why some people like a subject will help you with the ones you don't like. Here are some common reasons for liking subjects.

1. I can see that the subject will be of value to me.

2. I feel that the class is interesting and enjoyable.

3. I know enough about the subject so that the material means something to me.

4. I am able to enter into the discussions and activities, which gives me a feeling of accomplishment.

5. There is enough variety in the assignments so that I can find some that I can do well.

6. I like my teacher and feel that I can discuss my problems with her or him.

7. I feel I have a part in planning what needs to be done and how it can be done.

8. I feel free to ask questions, and my teacher is willing to help me with things I don't understand.

Do you have any others to add to this list? Have you gained some ideas that might help you with classes you don't like?

Activity 3

Experiences involving behavior at school

Sometimes when pupils do not like their school or home experiences, they may work out their feelings by bothering others, calling attention to themselves by talking out of turn, pushing or shoving others, making wisecracks, etc.; or they may daydream, go from one thing to another, pretend to be sick, or think up all kinds of excuses.

How well do you know yourself? How good an observer are you? Do you use any of these ways to work out your feelings of not liking school? Here is a list of some forms of behavior. Read each question and decide how often you do it. For example, if you almost never come late to school you would put (1) in the first bracket beside a. If you seldom come late but have been tardy a few times, put (2) in the bracket, etc. Go through the whole list this way. Here are what the number choices stand for:

(1) Almost never (2) Seldom (3) Sometimes (4) Often

(5) Usually

( ) a. Do I come late to school?

( ) b. Do I push or shove or punch other children?

( ) c. Do I want to talk most of the time in class?

( ) d. Do I talk out of turn?

( ) e. Do I make wisecracks in class?

( ) f. Do I make unnecessary noises, such as shuffling feet?

( ) g. Do I talk out loud when others are trying to study?

( ) h. Do I talk about things not on the subject?

( ) i. Do I sit slumped down, hoping the teacher won't call on me?

( ) j. Do I have my assignments done on time?

( ) k. Do I laugh or giggle when someone is talking?

Sometimes it is hard to rate your own behavior. After you rate yourself, you might like to have some one else rate you on these questions and see what differences you find. What might be some causes for differences in ratings?

What do you want to do about it?

Let's think about what you might do. First, put a circle around those types of behavior that you'd like to do something about. Then think about the possible causes for these behaviors. An example of what one person did might give you some ideas.

Bill decided that one of his problems was talking off the subject. Nearly every day his teachers told him to "get back on the subject." Bill knew he wasn't helping himself any by continually talking about other things. In fact, it irritated his classmates and his teachers. So Bill decided to do something about his problem. He began by looking for causes. Bill thought and thought, but he couldn't find any good reasons for his talking off the subject. Then one morning in social studies class, Miss

Brown asked him a question about the lesson, "Bill, can you tell the class how the Mexicans might have felt after Texas became a part of the United States?"

Bill didn't know how the Mexicans might have felt, but he wanted to give some answer. Then he stopped himself just in time and said, "I'm sorry, Miss Brown, I don't know."

Although Bill didn't have an answer to the question Miss Brown asked him, he had part of an answer to his problem. Now he began to see that at least one of the causes of his talking off the subject was the fact that he did not want his teacher and classmates to know that he had not studied or did not know the answer to the particular question he was asked. He did not want people to think he was "dumb." Bill knew he wasn't really dumb; rather, he just didn't use his study time very effectively. After Bill realized this, he began to look for ways to study more efficiently. First, he decided that he did not always have the assignment clearly in mind. His teacher told him that if he would glance through the assignment first to see what was to be done, then read or do what was required, then again look at the assignment to see if he'd done it all, he'd be less apt to waste time.

Bill followed these suggestions. After a while Bill began to feel that what he was doing was worthwhile and that he was getting a lot out of the time he put in on his studies. This made him enjoy studying more. As a result his discussions in class improved because now he could talk *on* the subject and didn't have to talk *off* the subject to have something to say.

Bill's story shows several things. Often it is difficult to find the causes or our problems. But Bill was able to find one of the causes of his problem by himself and he did something about it which improved the situation. Sometimes another person can help us to find the causes much more quickly than we can alone. But it is still up to *us* to do something about it after we've found the causes. In the case of school subjects you don't like, it might help to look carefully at them to see if you really see "the use of them." A great deal of "cut-up" and restless behavior is related to this. What might you do if you don't like a subject and can't see the use of it?

Sometimes a pupil dislikes a class or misbehaves in class because he thinks that the teacher doesn't understand him or "picks" on him, and, as a result he dislikes the teacher. It may be that when he finds the causes for his dislike he can do something about it.

Dean didn't like his social studies teacher. His friend Ken said he couldn't understand why Dean didn't like Mr. Hann. Ken thought Mr. Hann was a good teacher.

Dean said, "Of course you like Mr. Hann, You're one of his favorites because you're good in social studies. He picks on those of us who aren't as good. I don't know much about social studies. We didn't have this kind of stuff in the school I went to last year."

"Why don't you ask Mr. Hann to help you?" asked Ken. "I'm sure he would be glad to. He's very nice when you get to know him."

"Oh, phooey," said Dean, "I'm not going to apple polish. It wouldn't do any good anyway. He doesn't like me and I don't like him, and that's that."

"You don't make any attempt to do the work," said Ken. "How could you expect to know anything about the discussions?"

"I don't see any point in working on such a silly subject," answered Dean. "Mr. Hann always asks the questions in such a way that you can't understand what he wants. Besides, why should I try to work on social studies? I want to be a football coach. What good will learning about history and geography do me?"

NOW LET'S TALK ABOUT DEAN

What might be some possible reasons why Dean dislikes Mr. Hann?

What more would you like to know about the situation?

If you were in Dean's shoes, what would you suggest doing?

It may be that Dean disliked his teacher because Dean was having trouble in social studies and, therefore, excused himself by saying that it was his teacher's fault. If Dean kept this attitude, do you think this would help the situation?

Some pupils say, "It's all the teacher's fault and why should we be the ones expected to change?" Of course,it is true that sometimes another person is mainly responsible for making a situation unpleasant for us. But it is also true that we usually can find something that can be done about the situation to make it more pleasant to both people. How many times have you seen someone who was angry at a teacher because the teacher had "bawled him out," do something else to increase the teacher's irritation? It may be true that the teacher was unfair but the method chosen to meet the situation was one that caused more unpleasantness.

Activity 4

Home Experiences

How well you like your home experiences depends on many things.

It may be helpful to check some of these things. Remember how you rated your behavior at school? Use the same idea and rate your home conditions using these five points.

(1) Nearly all the time (2) Most of the time (3) Sometimes

(4) Not often (5) Hardly ever

( ) a. Do you have a place at home to study without interruption or distraction?

( ) b. Do you have a place at home where you can keep your things so that you can find your books, papers, and so forth when you want them?

( ) c. Do you get up early enough to eat breakfast and get to school on time without too much rushing around?

( ) d. Can your family be together for an evening of fun and relaxation as often as you like?

( ) e. Can you bring your friends home for a good time as often as you like?

( ) f. Can you carry out your home activities in such a way that you are not interrupted in the middle of something by someone reminding you what you have to do?

It is easy to feel that the home is the parents' responsibility. If you think about it for a while, perhaps you can see that everyone has a share in making the home a happy place. We may not like some of the things our parents or brothers or sisters do, but when we try to understand why they are doing them, it often helps us accept them more easily.

You have learned that all behavior has causes. And, of course, the behavior of our parents and brothers and sisters has causes, too. Take Mary's example. Mary thought that her mother was too strict with her and didn't want to help her. Mary wanted a new coat but when she asked her mother about it, her mother said, "No, you can't have one, and you might as well stop thinking about it."

Conversations like this had gone on before between Mary and her mother. Mary began to feel that her mother didn't like her and that she wasn't wanted around her home. She once thought that she'd run away. She began to daydream about getting sick so her mother would be sorry for the way she treated Mary.

One day she overheard her father and mother talking about the month's bills. They were having a hard time finding the money to pay them all. Even at that, Mary overheard her mother say, "I really wish we could buy Mary a new coat. She wants it so much and she does need a new one. Do you suppose we could borrow from next month's budget for it?"

Even though her parents couldn't arrange right then to buy her a coat, just knowing they wanted to buy it for her and really tried to find the money to buy it with, made all the difference in the world to Mary. If Mary had stopped to think of the reasons why her mother said "No" so much when she asked for new clothes, she wouldn't have begun to feel that her parents didn't care about her.

SOME QUESTIONS TO THINK ABOUT

What method did Mary first use to meet her situation?

Was the new coat the real problem or do you think there might have been other things that bothered Mary?

When we understand why our parents make a decision, we can often see that the decision wasn't necessarily an unreasonable one.

Those of you who have brothers and sisters occasionally find it difficult to get along with them. Sometimes quarrels will start among brothers and sisters and it is difficult to know how or why they started. Sometimes when we feel cross and tired, we find ourselves speaking angrily to others and "taking it out on them." They in turn sometimes get angry with us and a quarrel is started.

These are just a few of the things that could happen in your home that might affect your behavior. If they are a problem to you, do you have new ideas about what you might do? The class might like to discuss what to do about any problems that you have discovered in thinking about your experiences at home.

Free-time and out-of-school experiences

What are the main things you do in your spare time? The way you spend your free time can have some influence on your behavior. List your sparetime activities and estimate approximately the amount of time you spend during the week on each activity.

____

____

____

____

____

Do you think you are spending too much time on any one activity?

Are there activities you would like to take part in, but don't have the time?

Do you think it would be helpful to rearrange your time so as to have more time to do the things you want to do?

How are you getting along with others?

One of the most important factors to develop is your ability to get along with other people. You have found that understanding other people's behavior can help you get along with them. You have found that understanding your own behavior can help you in your relationships with others.

Let's use a rating scale again so you can see how you get along with your friends and classmates. On this page below rate yourself, using the five choices given. Try to answer honestly (rather than as you feel you perhaps ought to answer). The rating won't be of any value to you unless you do.

(1) Very often (2) Often (3) Sometimes (4) Seldom (5) Almost never

( ) a. Do you feel better if you can fight and show your strength that way rather than help organize a ball team or a game.

( ) b. Does it bother you when your best friend has activities which do not include you?

( ) c. Do you try to avoid some persons with whom there might be misunderstandings or quarrels (persons whom you feel might snub you or pick on you)?

( ) d. Do you feel left out of things?

( ) e. Are your feelings easily hurt?

( ) f. Are you "nervous" or a little shaky when giving a report before the class?

( ) g. Do you sometimes feel that you have no real friends?

( ) h. Do you ever feel that people have it in for you or are trying to get even with you?

( ) i. Do you feel shy when meeting new people?

We all feel left out of things at times. This "being-on-the-outside" feeling is not a pleasant one. When we have this feeling, we can try to find out why we feel this way.

Bernie was a person who felt he had no friends. Even Sam, whom Bernie had thought of as a friend, had started to pal around with a group of fellows whom Bernie didn't like. Bernie had a large number of interests outside of school. He read a lot, made things in his workshop, played the piano, and painted a little. His grades were very good. He thought he understood why his classmates didn't like him. "Those kids can't appreciate anyone who is interested in nice things," he explained to Sam. "All they like is popular music, stupid movies and comic books. They have a lot of wrong information and when I try to set them straight, they get mad."

One day Bernie heard some of the boys talking. "Why don't we ask Bernie to join?" Sam was saying. The rest of the boys groaned.

"Count me out if Bernie joins," said Bob. "Mr. Know-It-All would try to take over completely."

"Personally," said Tim, "I could stand him if he weren't so critical of everything. I think it was just mean of him to tell Mary Anne that the dress she had on didn't look good on a tall girl."

Bernie got very angry when he heard this. He stopped Sam later and told him that he had heard what the boys had said. "What do they want me to do - tell lies?" he asked. "She looked terrible in the dress. She needs someone to give her a little advice."

Sam answered, "It isn't necessary to go around telling people what you don't like about them. How did you feel when the fellows criticized you?"

Bernie stomped away, but later when he cooled down, he began to think about how he got along with his classmates. He thought about his home where he was encouraged to read and develop skills in music and art, where little was said about getting along with people. For a long time he avoided Sam, but still admired Sam for his ability to make friends.

One day in class Joan was giving a report. Bernie didn't agree with everything she said. He felt he could add a lot to the topic. But then he remembered Sam and what he had been thinking about. When the teacher asked for comments from the class, Bernie held up his hand. The class sighed. He heard Tom whisper to Bob, "Mr. Know-It-All will now speak."

Bernie's face turned red, but he managed to say, "I think that Joan spoke very clearly and distinctly. I'm sure she must have put a lot of work into her speech." The class looked surprised.

Later some of the fellas were talking about football. Bernie started to interrupt to tell about a new conference ruling. Then he remembered "Mr. Know-It-All" and he just listened. After a bit, Bernie asked Bob his opinion of a game they had seen on T.V. Bob became so interested in talking that he walked halfway home with Bernie, something he had never done before.

As time went on, Bernie found it easier to stop giving advice on everything and easier to listen to others. It was hard work and he still found himself contradicting and criticizing but not so much as before. He didn't become the most popular person in the class, but he had taken the first step in learning how to get along with people.

We don't know enough about Bernie to know why he was so critical of others or why he wanted to show off how much he knew. But from what you have learned about this kind of behavior, can you think of possible reasons?

Why do you think people didn't like to have Bernie give them information? They might have learned something from him.

Sometimes people are ill at ease when meeting new people or when they are in any social situation because they don't know what is expected of them. Customs of courteous behavior have been set up which make it easier for you to know what to do in these situations. Perhaps you think these things are not important, but still it often helps to know what the accepted customs of courtesy are. This might be a good time for you to discuss some of the things that have bothered you. What might you do to go about getting some answers?

Activity 5

Summing up

All of the experiences you have been examining--your school, home, free-time, physical health--affect your feeling of well-being. As a final check, rate yourself on the items below. Use the five choices given here: (1) Yes, very much (2) Quite a bit (3) Sometimes (4) Seldom (5) No, very little

1. Do you get a great deal of fun out of bothering others, making a commotion, making "brilliant remarks," "putting it over on the teacher," "getting by?" (Take the one that applies most frequently to you and rate yourself in the following situations.)

( ) a. In class at school
( ) b. At home
( ) c. With others
( ) d. In your hobbies or other free-time activity

2. Do you feel worried that you will be scolded, left out, made fun of, that you won't be able to make a good showing, that others will get better treatment than you?

( ) a. In class at school
( ) b. At home
( ) c. With others
( ) d. In your hobbies or other free-time activity

3. Do you feel bored, more interested in just fiddling around or putting things off, wanting exciting TV programs, movies, or comic books to get rid of boredom and unpleasantness?

( ) a. In class at school
( ) b. At home
( ) c. With others
( ) d. In your hobbies or other free-time activity

4. Do you spend your time day-dreaming of yourself as doing big and more or less impossible things, or wishing that you had done some of the impossible things you imagine?

( ) a. In class at school
( ) b. At home
( ) c. With others
( ) d. In your hobbies or other free-time activity

5. Do you feel you haven't a fair chance, that you are being unfairly treated, that you have an unusually "tough row to hoe," that the world is against you?

( ) a. In class at school
( ) b. At home
( ) c. With others
( ) d. In your hobbies or other free-time activity
( ) e. About your physical health

6. Do the people with whom you spend time usually "rub you the wrong way" so that you don't like them?

( ) a. At school
( ) b. At home
( ) c. With others
( ) d. In your hobbies or other free-time activity

7. Do you feel that others do not have a fairly good idea of your abilities, that you do not have enough opportunity to use those abilities, that you won't be called on for the ideas you have, and that your abilities are not appreciated?

( ) a. At school
( ) b. At home
( ) c. With others
( ) d. In sports and games
( ) e. In your hobbies

UNIT COVER SHEET: Unit 8, History I The Black Experience in America

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THE BLACK EXPERIENCE IN AMERICA

What this unit is about: This unit is about Black experiences in America.

These are the main topics of the unit:

1. A brief review of Black history in America.
2. Protest and dissent against Black treatment.
3. Black power and Black pride.
4. Current Black issues and problems.

This is why this unit is important to you:

It is important for you to know about some of the things that have happened to Black people in the country, some of the ways whites and Blacks have reacted to these problems, and some of your ideas about current Black problems. You will continually have to deal with your Blackness, both in the way you will be sometimes treated and in the way you think of yourself. Your own feelings about being Black and about the possibilities and difficulties of living in America will have some effect on how you handle your Blackness, and how you handle others. The more comfortable you can be with your Blackness, the easier it will be for you.

To do this unit, you need these skills and tools:

1. You have to be able to read at a junior high school level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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1. A BRIEF REVIEW OF BLACK HISTORY IN AMERICA

This is the main thing you should learn: Slavery was a very difficult time for many Black people in America, but there were also Black people who were free and contributed to American life in ways other than being a slave.

These are the things you should be able to do when you have finished this lesson:

1. Tell what slavery was like.
2. Tell whether all white people supported slavery or not.
3. Be able to tell about Black people and what they did in America.
4. Tell what your feelings are about slavery.
5. State your opinion about whether slavery caused Black people to stop trying to do things and whether Black people should hate white people today because of slavery.

This is the information you need:

Black people should have an understanding of some of the things that have happened to them in America. One of the things that you probably already know is that Black people in this country have been often treated in a very cruel and inhuman way. This treatment was often because Blacks were considered slaves. Many people, thinkingly or unthinkingly, treated Blacks in such a way so as to make them think they were inferior beings, deserving to be slaves. The laws under slavery considered that Black people had no rights and were property. Yet, in spite of this, Black people were able to keep their dignity and self-respect. They learned to struggle for survival in a very difficult world. It wasn't easy.

It all started with the slave trade. Many Black people were brought here from Africa to become slaves. They worked on southern plantations where there was a need for cheap labor. In a world of whites, Black people were obviously different. Many people in America at that time thought of Africa as a place where there were savages, where there was ignorance. By the time of the American Revolution, 1776, there were 700,000 Black people living in America. This was about 1/4 of the population at that time. Most of them were slaves.

When slaves came to America, they often came from different tribes. They could not speak to each other. Families were often split up. Africans were then forced to be hard workers without many rewards.

It should be pointed out that there were differences in the ways slaves were treated. In the south they were generally thought of as property and were often treated very cruelly. In the north, in such places as New England and New York, there were some slaves. But in the north more often Black people were personal servants or skilled craftsmen. They were much freer in the north than they were in the south. They still, for the most part, did not have complete freedom.

In spite of this slavery, there were many Black people who were able to stand out. One of the first people to die in the American revolution was Crispus Attucks. He was a Black man who had escaped slavery and was a free man. During the American Revolution, a crowd of people in Boston were yelling at British soldiers. The soldiers began to fire their guns. Crispus Attucks was one of the first to be killed.

About five thousand Black men fought during the American Revolution. Some fought as free men. Some took the place of their owners. Some were promised their freedom if they fought.

There were many Black people who were outstanding in other ways. There were some Black poets, some Black writers, some Black scholars, some Black craftsmen, even some Black doctors at the time of the Revolutionary War. Many Americans became opposed to slavery when they saw what Black people could do. Slavery practically ended in the New England states after the Revolutionary War.

There were many people living in Germantown, mainly Quakers, who in a very active way showed that they were against slavery. They tried to end slavery. As far back as 1688, the Quaker groups living in Germantown protested against slavery. They wrote petitions and protested. They continued their protests later on. In other parts of the new American colonies other people protested against slavery.

But they were in the minority. Most Americans believed in the superiority of the white race and were not opposed to slaves in the country. Members of Congress tried to stop the slave trade. But they were afraid that if they tried too hard to get other delegates to agree to this, then they would never be able to get the new government of the United States off the ground. So the slave trade was allowed to continue, even though there were many, many whites who were opposed to this.

Slavery was a very difficult experience for most Blacks. Slaves were basically thought of as property. They were treated very cruelly. There were some kindly slave owners but they were rare. One slave owner went so far as to educate a slave against slavery:

> "He (the slave owner) took me on his knee when I was about three and a half years old...He said 'You see them pigs there? They are all different

> colors, but all have the same mother and all are brothers and sisters.' Then he called up his son and said 'This boy is your brother. I am the daddy of you both...Never call no white man master, for all are brothers and equal. Black is as good as white...' From that day to this, I called ol' master Papa. I followed his instructions. I have always been honest, just and have contended for what was rightfully mine. I have never feared no man, white or black."*

But this was very rare. Most slaves were whipped when they did the wrong thing and treated very cruelly. Many times the children of slaves were taken away from them and sold as slaves. Slaves were not allowed to get an education. Life was very difficult for the slaves. Yet, in spite of this, many slaves continued to struggle in any way they could against their conditions. They worked much more slowly than they could have to protest their conditions. Many ran away. They sang songs which lifted their spirits and made them feel that they were together.

When slavery ended, many began to get an education. They moved to other parts of the country seeking a better way of life. Unfortunately, customs such as slavery die slowly. Black people were still discriminated against and treated poorly even after slavery was ended. And another set of customs, the customs of segregation, took the place of slavery. Although not as cruel as slavery, the customs of segregation were everyday reminders about how many people felt about Blacks and about how they did not want to mix with them. Again, this was not true of all people. But it was true about a large number of people living in the north and the south.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. What was slavery like? Describe in your own words what you think it must have been like to be a slave? Write down any differences in the way slaves were treated in different parts of the country.

2. Did all white people support slavery? Give an example of some people who did not support slavery and what they did about it.

3. Were all Black people slaves? Give some examples of Black people and what they did even when most Black people were slaves.

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* From Lester, To Be A Slave. New York: Dell Publishing Company, 1968, pp. 31-33.

4. Does it bother you to think about slavery? What are your feelings when you think about or hear the word "slavery?" Make a list of words which describe your feelings. If you like, write an essay or draw some pictures which show how you feel about slavery.

5. Some people say that the fact that most Black people were slaves in this country did two things. First, it made many Blacks feel that they could not become something in America. Second, it stopped them from trying to become something. It made many Black people hate all whites, even though many white people were not even here when slavery happened and even though many white people were discriminated against in America. Write down your feelings about these two questions:

   a. Do Black people stop trying because of the difficulties they faced under slavery? Give reasons for your answer.

   b. Do some Black people hate all whites because of what happened to them as slaves? Should they? Give reasons for your answer.

Here are some other things you can do if you want to learn more about this topic:

1. There are many things you can read about slaves and slavery which will give you a better idea of what happened then. Some books which should be available in your classroom and in the library are Black by Shapiro (SRA); To Be A Slave by Julius Lester (Dell), Pioneers and Planters: Black Beginnings in America (AEP) and A Probe into Leadership: Images of Black Americans. You can probably find other books on the same subject.

2. Find out about as many Black people as you can who were successful before and during the time of slavery. Write some reports of their lives and how they succeeded.

3. Find out about some of the songs that were sung by slaves. Bring them into class so that others can listen to them, if this is at all possible. The library often has records which can be taken out and listened to.

2. PROTEST AND DISSENT AGAINST BLACK TREATMENT

This is the main thing you should learn: There were many people, Black and white, who protested and dissented against the treatment of Black people in this country.

These are the things you should be able to do when you have finished this lesson:

1. Tell in what ways blacks resisted slavery.
2. Tell in what ways blacks and whites resisted slavery.
3. Tell some of the things different groups who tried to help blacks did in the 1900's, and whether they were successful or not.

This is the information you need:

Here are a series of events and statements by many black people. After you read these, you will be asked to try to come up with some general statements about them.

1. In 1822, over one thousand slaves were involved in a plot for a slave revolt. This was led by a man named Denmark Vesey, a black freeman. The revolt never occurred, however, because one of the slaves involved told someone about it.

2. Nathaniel Turner, a slave, organized a slave revolt that took place in 1831. He first killed his master and then his master's family. Then he went around the countryside killing whites. Fifty-seven whites were killed. As he was marching, a group of whites and militia men who had heard about him counter-attacked. The blacks were killed. Nat Turner escaped and when he was finally caught he was hanged.

3. In the 1820's and 1830's a man named William Lloyd Garrison (he was white) made speeches and wrote a newspaper asking that all slaves be freed immediately. In 1831 the first issue of a newspaper called The Liberator was printed. It continued to urge that slaves be freed. He even buried the United States constitution because it tolerated slavery. At one point, he was probably saved from being lynched by the police when a mob attacked him. He organized the American Anti-Slavery Society. By 1840 it had over 250,000 members and 2,000 chapters across the country.

4. Frederick Douglass was a slave who ran away and later purchased his freedom. In 1844 and 1845, he wrote a book about his life. He told about his life as a slave. In it he showed the cruelty and difficulties of slavery. He believed that blacks had to organize themselves politically and not rely on whites. He went to Rochester, New York, and founded his own newspaper. He was not anti-white, but he believed that blacks had to do a lot for themselves with the help from anyone they could get.

5. David Walker, a free Negro living in Boston, wrote a pamphlet urging blacks to throw off their chains of slavery. He tried to tell whites, too, that the longer they waited to be against slavery, the harder it would be in the future.

6. An "underground railroad" was organized to help slaves escape from the south. These were places where blacks could find refuge while trying to escape from slavery. It is guessed that 75,000 slaves escaped. Blacks and whites at various points along roads helped escaping blacks to find their way north and to freedom. There they were kept away from the police and anyone else who might try to return them to the south.

7. John Brown, a white man, in 1859 captured a United States arsenal (where guns were stored). It was to be used to help in a black rebellion against white slaveowners. The rebellion never came. He and his group fought to the end against a United States marine troop which recaptured the arsenal.

8. In 1871, Robert Fox, a black man living in Louisville, Kentucky, sat down on a streetcar in a place reserved for whites. When he refused to move, he was thrown off the streetcar. He sued the streetcar company in a federal court. He won the case. The streetcar company and local officials refused to obey the court order. Time and time again black people tried to sit in white sections. When they were refused a place, they sometimes drove the streetcars themselves. Finally the streetcar company decided to obey the court order. The buses in Louisville, Kentucky were desegregated.

9. In the early 1900's many groups were organized to help blacks. The National Association for the Advancement of Colored People was organized to help end segregation. They tried to provide better opportunities for black people. They tried to make sure that laws were enforced and that blacks were not treated unjustly.

The Urban League was formed around the same time mainly to help blacks adjust to large city life. Many other groups were formed to end obvious injustices to black people. Different groups relied on different tactics. Most groups used many tactics to help them in their cause. Most of these groups had both black and white members.

The NAACP used the courts to try to change the law. They had great success in ending segregation laws through the courts. The Urban League has tried to help blacks find jobs and to end discrimination in jobs in the large cities. Most of these groups have been very successful in helping to eliminate many of the obvious ways that black people have been discriminated against.

These include denying them the right to vote, segregation laws, etc. But there is a real question as to whether these groups have been able to answer the less obvious problems that blacks face. These include poor housing, few jobs, lack of good educational opportunities, and other things.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. Blacks have been said to have gone along with slavery in this country. Do you think this is true? Give reasons to support your answer.

2. What were some of the different ways that black people and white people fought against slavery?

3. What are some of the things that different groups who tried to help blacks did in the 1900's? Do you think they were successful? Give reasons for your answer.

Here are some other things you can do if you want to learn more about this topic:

1. Find out as much as you can about different peoples and groups that resisted slavery and other ways blacks were discriminated against. Some books that can help and are probably found in your classroom or library are: Rebellion and Protest (AEP); The Reign of Jim Crow (AEP); Struggle for a Nation's Conscience (AEP); A Probe Into Leadership (Harcourt Brace); The Progress of the Afro-American (Benefic Press) and others.

2. Blacks have written many poems and stories to show how they have felt about slavery and discrimination. There are many books about this, such as Malcolm X and others. Read some of these. Try to find some poetry which shows this feeling also.

3. BLACK POWER AND BLACK PRIDE

This is the main thing you should learn: Black power and the building of black pride are important aims of black leaders today.

These are the things you should be able to do when you have finished this lesson:

1. Tell why you think millions of blacks today still live in great difficulty.
2. Tell about people who believe in black power and some of the things they believe and have done.

This is the information you need:

The protests of the past have made important changes in the lives of black people in the United States. There is no legal slavery. There is no legal segregation. There has been a large increase in the number of black people who are voting and who hold good jobs.

But there are many people who still feel that black people do not have equality in this country. Millions of blacks live in separate areas from whites. They live in areas which are poor and run-down compared to most white areas. Millions of blacks do not receive a good education. Millions of blacks cannot find good jobs.

Finding the cure for these problems seems to be difficult. First of all, there just aren't enough good jobs to go around. There is conflict over who should have these jobs. Second, there isn't enough good housing to go around. There seems to be conflict over who should have good housing. Third, there is still much discrimination against blacks. And fourth, there are many blacks who hate whites and make whites afraid of them. There is also much crime in black areas and gangs and drugs which makes it difficult for attitudes to change.

Some of the newer black leaders believe that the only way that changes will be made about these problems is to have "black power." Black power means that blacks should control the economic, political, and social resources which control their lives. It means blacks voting to support people who would fight for changes they need. It means black people owning local businesses and supporting black local businesses. It generally means black people having more power over their lives. They should be less dependent on white people to make decisions which would affect their lives.

Black leaders and black people think differently about these issues. Some blacks think that black people should support the right government officials. They should organize local businesses. They should find ways to get ahead in the United States which is becoming more equal and less discriminatory. If these things happen, then blacks will progress. Others say that this cannot happen. They propose such things as separating themselves from whites until black people have equal power. Or they propose violent revolution against the white society.

The problems of blacks in America today are much more complex than they used to be. They appear to be harder to solve. Millions of blacks have left the south and have become the new immigrants of the north. They have moved into large cities where immigrants who came to the United States only fifty years ago used to live. These immigrants had nothing to do with the problems of blacks in this country and had many problems of their own.

Blacks came to these large cities when the demand for unskilled labor was greatly reducing. They had few skills and training. They had to move into the poorest sections of towns and cities. They came when many people were moving to the suburbs. Their coming unfortunately caused many people to move into the suburbs. The cities became poorer and less able to handle their problems. Many blacks felt cheated. They had come to the north for a better life, and were forced to live in slums. It didn't matter that this had been the way others had had to live. Their life was no better, and sometimes worse, than it had been in the past.

Even so, many blacks have been able to move out of the slums. They found a better life for themselves in other areas of the city and in the suburbs. They often have to face angry whites who don't understand the black people's struggle.

Many blacks are doing things to try to help fellow blacks. They are the black power advocates. The Reverend Leon Sullivan, organizer of the OIC Centers across the country, believes that by training blacks to get better jobs they will improve their lives. Some groups have developed shopping centers which are owned by and used by blacks, such as Progress Plaza in North Philadelphia. Some blacks organized voters to support black candidates for mayors and other local officials. The Black Panther Party, which believes in black pride and black self-help, attracts many black followers. But still many black Americans are living in miserable conditions.

However, one thing has happened as a result of the black power movement. Millions of blacks have taken new pride in themselves and their fellow blacks. They will protest if they are discriminated against. They will speak out in behalf of their fellow blacks. They will try to support people who will help them and other blacks.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. Why do you think, after so many groups have struggled so long to change things, that millions of American blacks still live in great difficulty? Give as much detail as you can in your answer, and give reasons for your answer.

2. What people who talk about things related to black power do you know? What do they say? Make a list of as many people as you know who believe in more power for blacks and in a few words tell what they believe.

3. What kinds of things have black power people done? Make a list of some of the things that you know about.

Here are some other things you can do if you want to learn more about this topic:

1. Take a careful survey of the people in your neighborhood. See what they believe is the best way to help make progress for blacks. Develop a list of questions with your teacher and some other students and then go out and interview many different people (young and old, in homes and apartments, and others). If you can, interview some whites too to see if there is a difference in the way they think about these things.

2. Read more about black power and black power leaders. The Autobiography of Malcolm X, The Black Panther Newspaper, the local black newspapers, all have different thoughts about black power. Some books that will help you learn more about this is Black (SRA), Young and Black in America, edited by Alexander and Lester (Vintage), Pride and Power: From Watts to Mexico City (AEP). These books and others can be found in your classroom or your library.

3. Look at the newspapers and magazines for articles and ideas about black power. Hang ones you find up on the bulletin board.

4. What do *you* think is the best way for black people to improve their lives in the United States. Write an essay which states your position and discuss it with your teacher and others in the class.

4. CURRENT BLACK ISSUES AND PROBLEMS

This is the main thing you should learn: You should be able to form your own opinions about current issues and problems in black life.

These are the things you should be able to do when you have finished this lesson:

1. State your opinions, and give reasons for your opinions, about such issues as the police and crime, schools in black areas, blacks and jobs, moving and staying in black inner city areas, and the meaning of life for blacks.
2. Tell what you have learned in this unit.

This is the information you need:

In this reading, there are both case studies and information. These are to help you explore some of the current issues and problems in the black experience. You can find out how you would deal with these problems and issues.

Blacks and the policemen:

Policemen have been accused of a lack of justice in black, urban areas. There is a feeling that blacks cannot receive good police protection. Many people believe that policemen are more likely to use force and violence against blacks, that the police cannot be trusted. Police are likely to break up small gatherings in black areas. This makes people angry.

The police, however, claim that they must act this way in black areas. They receive very little help from the black people living there in trying to prevent and solve crimes. They are very much afraid of being attacked. There is so much crime that it is difficult to come to the aid of people quickly. They feel afraid and concerned for their lives. They say that if black people would trust them more and help them more, then they could do their job better with more justice.

1. If you saw a white policeman in your area, would you try to make him feel welcome and at ease? Do you think you could? Give reasons for your answer.

2. Do you think that blacks should organize patrols in their neighborhoods to help police do their job? Why or why not? Give reasons for your answer.

3. If you knew someone was a black drug pusher, would you report him to the police? If you knew someone was a white drug pusher, would you report him to the police? Give reasons for your answer.

4. Are you afraid of the police in your neighborhood? Give reasons for your answer.

5. Do you think a white man can make a good policeman in a black area? Can black men do a better job? Give reasons for your answer.

6. Would you want to be a policeman in a black neighborhood in Philadelphia? Why or why not? Give reasons for your answer.

Blacks and the Schools:

The schools have been accused of a lack of caring about the education of black children. Black children consistently do more poorly in school than white people in other areas of the city. The schools have been accused of using textbooks which are meaningless to blacks. Parents in many schools do not seem to be welcome. Poor teaching is often covered up by the schools.

The schools say that they have an impossible job. Many children in urban black areas are not prepared for school or learning, they say. Parents have not helped their children. When teachers try to get parents to help their children, or even to come into school, the parents do not come. The schools are only part of the story. The evidence suggests that home education is more important than school education. The lack of interest of parents helps make it impossible for the school to do its job.

1. Do you think you were treated fairly by most of your teachers? Do you think it was their fault when you did not learn something? Why or why not? Give reasons for your answer.

2. Do you think it's true that black parents do not help their children enough? Why or why not? Give reasons for your answer.

3. Do you think that the things that you learned in school were meaningless? or meaningful? What things do you think could be taught in school that would interest black children.

4. Do you think that white teachers can be as good as black teachers in teaching black children? Give reasons for your answer.

5. What suggestions would you make for making the schools better in black areas? (You should know that in the Philadelphia schools the same amount of money is spent on schools in white areas and in black areas. Also many schools in black areas receive more money because of federal aid.) For each suggestion that you make, write down in what ways you think it would help the schools.

Suggestion	How would it help

Blacks and Jobs:

Some people claim that blacks have been discriminated against in getting good jobs. They have never really had a good chance to get jobs in the United States. They say that the good jobs have gone to white people, and that is still happening today.

Other people say that blacks have been given new opportunities by federal laws and by new hiring ways. They say that many black people have been hired . Progress is being made in giving blacks good jobs. They say that now the problem is not that there are not jobs. Blacks, they say, do not want to work at the training necessary for them to get these jobs. They say that blacks also do not want to wait until they reach the higher jobs when it is their turn. They want the higher jobs now, when they are not ready for them. But others have waited a long time and learned many skills before getting those jobs. These especially include immigrant groups who themselves only came to the northern cities recently.

Some reply that when the immigrants came here there were many jobs available and now there are not.

1. Do you think that black people should be hired over white people for a job? Why or why not. Give reasons for your answer.

2. Do you think that black people are not willing to work to learn the skills necessary for good jobs? Give reasons for your answer.

3. Do you think that black people today do have opportunities for better jobs? See if you can find evidence to support your point of view. Try to find out what kinds of jobs blacks can get and what kinds of jobs blacks hold.

Moving Away and Staying:

Some people say that the problems in the urban black areas are because white people have left these areas and no longer care about them. They receive little help from the government and the areas just get worse and worse.

Other people say that it is both white and black people who leave an area when it has a lot of crime and a lot of problems. It is just as much black people who have "made it" who leave these areas and don't care about their fellow blacks.

1. A black person gets a good job and has some money. Do you think it is his responsibility to stay in black urban areas and help his fellow blacks, or should he leave and be able to live where he wants to? Give reasons for your answer.

2. Do you think white people have some responsibility to help black people living in poorer areas of the city? Why or why not? Give reasons for your answer.

The Meaning of Life:

Some people claim that blacks have difficulties because of all the things that have happened to them in the past and all the things that are happening to them today. They say that it is not possible for many people to be able to cope with all these problems. That is why so many black people turn to drugs and crime and gangs. They say that only with a lot of help can the black people's problems be solved.

Other people say that is a "cop-out." Some of these would say that black people need to stick together and help each other. They should try to organize themselves. They should try to care about each other. If they did these things, blacks would not have to have all these problems which cause so many difficulties.

Others would say that it is possible for blacks to cleanse themselves of some of these social ills. They should help each other or turn to religious and social groups which are trying to help. If more blacks would really get involved then the problems would get solved.

1. Do you think that if more black people tried to help each other, clean up their neighborhood, build social programs, join religious groups, and do other things, that there would be more meaning to life for many black people and there would be fewer problems? Give reasons for your answer.

2. Do you think it is a "cop-out" to say that blacks have problems because they were treated a certain way in the past? Why or why not? Give reasons for your answer.

Activity 1:

What did you learn in this unit? In the space below, start with the words "I learned..." or "I realized..." and write down as many things as you can think of that you learned about the black experience, or about yourself. Be honest in your answers.

UNIT COVER SHEET: Unit 9, History I — Some Groups that Live in America

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SOME GROUPS THAT LIVE IN AMERICA

What this unit is about: This unit is about different groups of peoples that live in America and about their lives in America.

These are the main topics of this unit:

1. The American Indians.
2. The people who came to America from other places.
3. More about people who came to America from other places.
4. Spanish speaking immigrants in America.
5. Thoughts about groups in America.

This is why this unit is important to you:

Different groups who live in America have a history of thoughts, of feelings, of experiences, and of ideas, which are important to know about. First, they help you to understand more about these people today, and why they think and act as they do. Second, you will come into contact with many people from these different groups as you get a job and earn a living. It is important for you to know something about them in working with them.

To do this unit, you need the following skills and tools:

1. You have to be able to read at a junior high school level. If you have trouble reading this unit, ask a friend or your teacher to help you.

2. You should have a dictionary handy in case you find words you don't understand.

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1. THE AMERICAN INDIANS

This is the main thing you should learn: The American Indians have had a difficult life in the United States since the white men came to settle here.

These are the things you should be able to do when you have finished this lesson:

1. You should be able to tell how the Indians have been treated by the white man.
2. Be able to tell what the Indian tribes were like before the white man came to America.
3. Understand some of the Indian thoughts about nature and the white man.
4. Tell whether you would like to be an Indian today, and give reasons for your answer.

This is the information you need:

The first Americans. The native Americans. This is what the Indians have been called. They were here before any white men came to settle. They have been cheated, robbed, and denied their rights. And they have been treated as cruelly as any other group in the United States.

When the white men first came to America, there were many Indians. They were in groups known as tribes. The tribes were divided into villages. They were called Winnebago, Pueblo, Blackfoot, Comanche, and Algonquin. These are just some of the names of the many, many different tribes that lived in America. Most of the Indians lived by hunting and gathering food. Some lived in animal skin tents. Others had log houses.

Most of the Indian tribes had a very democratic system of government. They lived very peaceably with one another. There were wars, especially among some more war-like tribes. Chiefs were elected and councils met to discuss and decide important issues.

The Indians were very creative. They discovered how to do many things that other people did not know. They discovered that some plants could be used as medicines. They used tobacco. They grew corn, potatoes, and other plants. They invented the toboggan (a large sled to travel in snow). They used water pumps. They wove cloth. If they needed to travel on water, many tribes built canoes which could be used to travel long distances.

More and more white men came to America. The Indians began to be forced to give up more and more of their land. Many white men pretended to be friends with the Indians. But then they tried to take the Indian land away. The Indians felt that white men could not be trusted. White men had guns. This made it difficult to fight against them. They gave the Indians liquor. Liquor made the Indians sick and led them to do foolish things. They brought diseases to the Indians. As more and more white people came, they wanted more land. They tried to take it from the Indians. The Indians could fight back very little against the weapons the white men had.

By the 1820's, the Indians were really in the way of many white men. They were given a choice. They could leave their tribes and become independent farmers or American citizens. Or they could live together on lands given to them by the government, called reservations. Most of the tribes chose to stay together. By that time, many tribes had been destroyed and killed. They were removed from their lands. Many also died in the long march to these western areas where they were to live. Thousands of Indians were forced to leave their homes. They had to travel across the country to start a whole new life for themselves. Indians were left without the rights of other Americans. There were some Americans who spoke out to support and defend the Indians. But they were very few.

The last massacre of Indians in the United States took place at Wounded Knee, South Dakota in 1890. The Indians had accepted a new religion. They prayed for the white men to leave. They prayed for the lands to be returned to the Indians. Some white men were afraid that they were preparing for war because of this. Troops moved into the land. They wanted to arrest Sitting Bull, chief of the Sioux tribe. A group near Wounded Knee was surrounded. The Indians did not want to fight. They were hungry and ragged. The soldiers, however, had other ideas. They opened fire. The troops charged and killed men, women, and children. The government called this "The Battle of Wounded Knee."

Most of the Indians today still live in poverty on reservations without rights. Their lives are usually very difficult.

Here are some things Indians have said about their lives in America:*

> "The white people never cared for land or deer or bear. When we Indians kill meat, we eat it all up. When we dig roots we make little holes. When we built houses, we make little holes. When we burn grass for grasshoppers, we don't ruin things. We shake down acorns and pinenuts. We don't chop down the trees. We only use dead wood. But the White

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* Taken from Touch The Earth: A Self-Portrait of Indian Existence. Compiled by T. C. McLuhan. Promontory Press, 1971.

people plow up the ground, pull down the trees, kill everything. The tree says 'Don't. I am sore. Don't hurt me.' But they chop it down and cut it up. The spirit of the land hates them...How can the spirit of the earth like the White man?... Everywhere the White man has touched it, it is sore."

"We were lawless people, but we were on pretty good terms with the Great Spirit, creator and ruler of all. You whites assumed we were savages. You didn't understand our prayers. You didn't try to understand. When we sang our praises to the sun or moon or wind, you said we were worshipping idols. Without understanding, you condemned us as lost souls just because our form of worship was different from yours..."

"We did not think of the great open plains, the beautiful rolling hills and winding streams with tangled growth as 'wild'. Only to the white man was nature a 'wilderness' and only to him was the land 'infested' with 'wild' animals and 'savage' people. To us it was tame. Earth was bountiful and we were surrounded with the blessings of the Great Mystery. Not until the hairy man from the east came and with brutal frenzy heaped injustices upon us and the families we loved was it 'wild' for us. When the very animals of the forest began fleeing from his approach, then it was that for us the "Wild West' began."

"OUR LAND IS MORE VALUABLE THAN YOUR MONEY. IT WILL LAST forever. It will not even perish by the flames of fire. As long as the sun shines and the waters flow, this land will be here to give life to men and animals. We cannot sell the lives of men and animals; therefore we cannot sell this land. It was put here for us by the Great Spirit and we cannot sell it because it does not belong to us. You can count your money and burn it within the nod of a buffalo's head, but only the Great Spirit can count the grains of sand and the blades of grass of these plains. As a present to you, we will give you anything we have that you can take with you; but the land, never."

"THE TIPT IS MUCH BETTER TO LIVE IN; ALWAYS CLEAN, WARM IN winter, cool in summer; easy to move. The white man builds big house, cost much money, like big cage, shut out sun, can never move; always sick. Indians and animals know better how to live than white man; nobody can be in good health if he does not have all the time fresh aid, sunshine and good water. If the Great Spirit wanted men to stay in one place he would make the world stand still; but He made it to always change, so birds and animals can move and always have green grass and ripe berries, sunlight to work and play, and night to sleep; summer for flowers to bloom, and winter for them to sleep; always changing; everything for good; nothing for nothing.

The white man does not obey the Great Spirit; that is why the Indians never could agree with him."

"Every year our white intruders become more greedy, exacting, oppressive, and overbearing....Wants and oppressions are our lot....Are we not being stripped day by day of the little that remains of our ancient liberty?...Unless every tribe unanimously combines to give a check to the ambition and avarice of the whites, they will soon conquer us apart and disunited, and we will be driven away from our native country and scattered as autumnal leaves before the wind."

"BROTHERS! I HAVE LISTENED TO MANY TALKS FROM OUR GREAT father. When he first came over the wide waters, he was but a little man...very little. His legs were cramped by sitting long in his big boat, and he begged for a little land to light his fire on...But when the white man had warmed himself before the Indians' fire and filled himself with their hominy, he became very large. With a step he bestrode the mountains, and his feet covered the plains and the valleys. His hand grasped the eastern and the western sea, and his head rested on the moon. Then he became our Great Father. He loved his red children, and he said, 'Get a little further, lest I tread on thee....'

Brothers I have listened to a great many talks from our great father. But they always began and ended in this — 'Get a little further; you are too near me.'"

"WHAT TREATY THAT THE WHITES HAVE KEPT HAS THE RED MAN broken? Not one. What treaty that the white man ever made with us have they kept? Not one. When I was a boy the Sioux owned the world; the sun rose and set on their land; they sent ten thousand men to battle. Where are the warriors today? Who slew them? Where are our lands? Who owns them? What white man can say I ever stole his land or a penny of his money? Yet, they say I am a thief. What white woman, however lonely, was ever captive or insulted by me? Yet they say I am a bad Indian. What white man has ever seen me drunk? Who has ever come to me hungry and unfed? Who has ever seen me beat my wives or abuse my children? What law have I broken? Is it wrong for me to love my own? Is it wicked for me because my skin is red? Because I am a Sioux; because I was born where my father lived; because I would die for my people and my country?"

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. In your own words, write down how the Indians have been treated by the white man. Be as specific as you can, telling the different things that have been done to the Indians.

2. In general, what were the Indian tribes like before the white man came?

3. Put in your own words some of the important things you think the Indians were trying to say in the statements mentioned in the readings.

4. Why do you think that the Indians often made fierce attacks on white settlements?

5. Would you like to be an Indian today? Why or why not?

Here are some other things you can do if you want to learn more about this topic:

1. Find some other books on the Indians and Indian life to read. One book would be T. C. McLuhan, Touch The Earth which has statements made by many Indians. You can find this book in your classroom or in the library. Another book which has a section on Indians is called Minorities: USA by Finkelstein and others. This book can also be found in your classroom or in the library. A third book is called Many Peoples One Nation, especially pages 54-57, 213-220, and 285-288.

2. Make a map of the United States and find out where the Indian tribes lived before the white man came. Make another map and find out where the Indian tribes live today. Why are they different?

3. Look in newspapers and magazines for articles about Indians and Indian life. Put these up in your room.

4. Which groups of peoples have been treated worse: Indians or Blacks? Write an essay about this and give reasons for your answers.

2. THE PEOPLE WHO CAME TO AMERICA FROM OTHER PLACES

This is the main thing you should learn: Many different people came to settle in America from many different places. They had a difficult time in America when they came here.

These are the things you should be able to do when you have finished this lesson:

1. Tell what it would be like to be an immigrant coming to America.
2. Tell what it was like for an immigrant when he or she first came to this country.
3. Tell whether you think children of immigrants can understand how difficult it is for blacks who live in cities today.

This is the information you need:

Some 42 million people have come to the United States since 1776. In other words, in 200 years a very large number of people who live in America came from some place else. This is why America has been called a "melting pot" of people. So many people have come from so many places. All became Americans.

Immigrants came here for lots of reasons. But mostly they came because there was something that their country was not giving to them. America seemed to be a place where they could get it. Some of the first immigrants -- the Puritans from England -- came here for religious freedom. Germans came here in the 1800's to escape from dictatorships in their country. Russian peasants came here to escape the cruelties of their government and its troops. Jews have come here from many, many places. They came to escape from being treated like inferior beings. And more recently to escape from the horrors of concentration camps and Naziism in Germany.

Other immigrants came simply to look for a better life. The Irish came at one time because there was a great famine in their land. There was not enough for them to eat.

For most of these immigrants -- these people who came to America in search of a better life -- life was hard. Many ships crossed the oceans to get people to America. They were usually old and easily caught on fire. Most people were crowded together like cattle below the deck of the ship. There was usually little food and water. Disease often killed many people on the trip. People who had to stay so close to each other often got into quarrels. There were fights. It was a very dangerous and difficult trip. Many people died in crossing the ocean to get to America.

Once they got here, the immigrants settled in many places. Some immigrants kept traveling across America. They reached places in the mid-west with good farm land that had never been farmed before. The government would allow them to claim this land for themselves. But they had to promise to farm it. These people lived in great danger from Indians, from disease, from the cold in the winter time. If their crops failed, there would be no food. Many of them died. But many survived. And their farms produced much good food for Americans.

Other people settled in big cities. They lived in Boston and New York and Philadelphia and Chicago. Most of these people settled with people who came from the same places they did. The Irish settled with the Irish. The Italians settled with the Italians. The Eastern European and Russian Jews settled with each other. These people lived close together in places called tenements. The old houses, many of which are now falling apart, were places where immigrants lived in North Philadelphia. And even then many of those places were falling apart.

In these areas the streets were always busy with people selling things from pushcarts. Women looked for their children. Babies cried. Dogs barked. And many other things happened. The heat and water would often break down, just as it does today. New immigrants would arrive daily. They would be put up by other immigrants for a short time. Then they would find a place to stay. People tried to take care of each other when they could.

There were bugs all over the place. There were very few cars. People relied on buses and subways where they existed. There were no such things as supermarkets. There were many local businessmen who sold groceries, fruit, meat, and candies. There were also many other stores.

As you can see, life for these immigrants was very hard. Usually the people who lived in cities could only find certain types of jobs, such as factory work. Immigrants were discriminated against. In Boston, job advertisements often said "Irish need not apply." This meant that an Irishman would not be allowed to get that job. In New York, Italians and Jews were not allowed to have certain jobs. Even today there are times when different jobs cannot be held by a certain group of people. There was a great deal of prejudice against Catholics and Jews when they came.

Life was very hard. There was discrimination against many of the immigrants. But there also was much friendship and caring among the people. Any traveler was welcome. There was very little concern about crime or stealing. There was no television or radio or cars for people to escape in. But there was much talking to each other and education. The children went to school, usually to learn how to be better Americans.

There was hope that the future would be better. They hoped that the present job would allow the family to build a better life for itself. Many of the immigrants came at a time when there was a great need for laborers to work in the newly developing factories. So there were jobs for the immigrants. Life was hard, often depressing, and usually difficult. But there was the hope that the family now and at least in the future would lead a better life.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. Imagine that you are an immigrant coming from a country in Europe. Write a story about your life. Tell why you have decided to leave your country, what you are hoping to find in America. Tell what the crossing of the ocean was like for your family and where you decide to live.

2. In your own words, describe what life was like for an immigrant who came here and lived in a tenement in a big city.

3. "People whose parents and grandparents were immigrants can really understand how difficult it is for Black people living in cities today." Do you agree or disagree with this statement? Give reasons for your answer.

Here are some other things you can do if you want to learn more about this topic:

1. There are many books which tell about the immigrant life in America. Usually an American history book will have a section on this part of history. Some books about immigrants, such as People, The Immigrants Experience, and How Immigrants Contributed to Our Culture can be found in your classroom or in the library. Find a book that you can use to learn more about immigrants in the United States. (Another interesting book about an immigrant family is called Giants in the Earth.)

2. There are many people who own small businesses or who live in this area whose parents or grandparents were immigrants. Find them and tell them you are doing a study of immigrants in the United States. Ask them if they know what life was like for the immigrants, where the immigrants came from, why they came here, and what they thought of America. Write down the answers they give you.

3. Have someone come to class to talk about different immigrant groups. You can probably find many people who would be willing to talk about their group of people as immigrants and what life was like for them.

3. MORE ABOUT PEOPLE WHO CAME TO AMERICA FROM OTHER PLACES

This is the main thing you should learn: People who came to America have a history of difficulties. They also have many feelings about living in America.

These are the things you should be able to do when you have finished this lesson:

1. Make some general statements about the immigrants who came to America.
2. Understand how groups who came to America were discriminated against.
3. Understand how a person might feel if his new life in America were threatened.

This is the information you need:

In this reading, there are a number of statements and events that have happened. Your job will be to figure out the meaning of these statements and events.

1. In 1911 a book was published to help Italian Americans who came to America. It said that in order to try to help make other people like you, Italians should:

> "Never give wine or beer to children. When children take these drinks, they do not eat enough. They sometimes faint in school.
>
> Give up all Italian village prejudices. Remember that all workmen are brothers. It matters not what part of Italy or nation of the world they were born.
>
> Speak in a low voice.
>
> Try not to use wild gestures. Do not get excited in your discussions."*

2. An Italian wrote: "You don't know how it feels to grow up in a district like this. You go to the first grade -- Miss O'Rourke. Second grade -- Miss Casey...And so on. At the fire station it is the same. None of them are Italians. The police lieutenant is an Italian, and there are a couple of Italian sergeants, but they have never made an Italian captain...In the settlement houses, none of the people with authority are Italians.

...When the Italian boys see that none of his own people have the good jobs, why should he think he is as good as the Irish or the Yankees? It makes him feel inferior."*

---

* Cited in Shapiro, McCrea and Beck, America: Land of Change, People, Science Research Associates, 1970.

3. Fiorello LaGuardia was a great mayor of New York. Enrico Fermi was a famous atomic scientist. Arturo Toscanini was a famous orchestra conductor. All of these men were Italian.

4. In 1835, the following was written about Catholics:

" a. Catholics do not believe in democracy.

b. Roman Catholic Priests tell all their followers how to vote.

c. Secret Catholic groups are building armies to take control of the United States.

d. Immigrants should not be permitted to vote. Only those born in the United States should ever have the right to vote."**

5. A sign in a tavern in Boston — "Dogs and Irish are not welcome."

6. A job advertisement in Boston ended with "No Irish Need Apply."

7. The Ku Klux Klan was a leading enemy of Catholics and Jews in the United States.

8. In 1920, most American Jews were poor immigrants. They had just come in this country. They lived in some of the most crowded slum conditions in New York.

9. Leo M. Frank was lynched in 1913 in Atlanta, Georgia. He was accused of killing a white Christian girl. He was Jewish. He was later found innocent.

10. In the 1880's the Russian government planned or approved attacks on Jews called Pogroms. Thousands of Jews were killed in 215 pogroms alone in 1881.

11. Six million Jews were killed in concentration camps in Germany in the 1930's and the 1940's. Jews have not forgotten this slaughter of their people.

12. Henry Ford founded the Ford Motor Company. He spent some of his money to distribute newspapers which invented a story that Jews were trying to take over the world and were enemies of the United States. When he was sued by a Jewish lawyer, he decided to stop printing his newspaper.

** Cited in Finkelstein, Sandifer and Wright, Minorities: U.S.A. Globe Book Company, 1971.

13. Many Jewish groups have been organized to fight against discrimination against Jews and other groups. Jews have also contributed much time and money to black causes.

14. Sam Levenson's Jewish family immigrated to America. Here is part of his description of life in East Harlem in the 1920's.

> "I used to live in East Harlem. It was a section that was called a slum by sightseeing guides. It had run-down tenements, dirty poolrooms, smelly saloons, cold apartments, dirty streets, and piles of garbage...I didn't know that a long narrow street was not an ideal baseball diamond...I didn't know there were good cuts of meat and bad. Our menu at mealtime offered two choices - take it or leave it...I was very lucky. Our home was rich in love and harmony...Our home was a battleground for survival...We did curse the darkness quite a bit, but we also lit candles, fires, lamps - and we studied by all of them...we all decided to beat poverty and its friends, disease and ignorance."+

15. A Jewish storeowner lived in North Philadelphia. His parents were immigrants to the United States. He was recently killed by a drug addict in a robbery attempt...

16. A Russian Catholic, son of an immigrant American, wrote the following:

> "This postman has been delivering our mail for five or six years. In many ways he is a perfectly decent man. He considers himself a patriotic American, but he is full of strong prejudices. He doesn't like 'foreigners' or Jews or Catholics. He thinks that 'niggers' should be kept in their place. He is a friend of Marcus Brown, a property owner in the section. Marcus rents only to 'Americans' and 'Christians,' and the postman, I suspect, keeps him informed."++

This Russian Catholic man purposely changed his name to "Nichols" in order to be able to "pass" as a real American.

+ Cited in The Americans: A History of the United States, Edwin Fenton, General Editor. Holt, Rinehart and Winston, 1970.

++ From "The Case of John Nichols, in Oliver and Shaven, The Immigrant's Experience, A.E.P., 1967.

Here are some questions to see if you learned the important things: Write the answers on a separate sheet of paper.

1. What general statements can you make from all of these specific statements about the immigrants who came to America. Write as many general statements as you can. (Example: From statement 1 you might make the general statement that Italians tried to do things which would make others accept them more.) If you have trouble with this question, see your teacher.

2. Make a list of the different ways immigrant groups were discriminated against. Do you think this discrimination still exists? Why or why not?

3. How would an immigrant feel who now has a better life for himself and his family if he felt that someone was going to take his good life away? What might he do if he felt that there were people who might take his good life away?

Here are some other things you can do if you want to learn more about this topic:

1. There are many books about immigrants written by immigrants. See if you can find some books by immigrants about their lives. Read these books in order to find out more about them. A good general book about immigrants is called Many Peoples One Nation. It can be found in your classroom or your library.

2. How do you feel about different groups of people? Think about different groups that you know about and whether you have any bad feelings about them. Does knowing something about them change the way you feel?

3. Create a bulletin board in your class about different immigrant groups. Put as much information as you can about these groups on this board.

4. SPANISH SPEAKING IMMIGRANTS IN AMERICA

This is the main thing you should learn: Mexican Americans and Puerto Ricans have had a difficult time in America.

These are the things you should be able to do when you have finished this lesson:

1. Tell what are the problems that Mexican Americans and Puerto Ricans have faced in America.
2. Tell whether you would like to be a Mexican American or a Puerto Rican living in America, and give reasons for your answer.

Here is the information you need:

Two different Spanish-speaking Americans have been immigrants into this country. One group is Mexican Americans. Most of them live in the Southwest part of the United States. Many of them became Americans when Texas and other areas became part of the United States after a war with Mexico in 1848. They have been mostly poor farmers and workers. They were denied equal opportunity with other Americans. Many of them have had to farm the land and travel from place to place to find work. They have not had a chance to live their own lives and live with their own customs.

Many of these people were also cruelly treated. They were often cheated out of their land. New Mexico was a territory of the United States for a long time before it became a state. In 1869 a new governor appeared. He destroyed the records of who owned the land. He forced people to file new claims. Americans filed claims for the same land as the Mexicans. He ruled in favor of the Americans. (They were not officially Americans yet, because New Mexico wasn't a state. They were called Anglos.) Even the courts later ruled against the Mexican Americans.

Mexicans have entered this country in large numbers during the past one hundred years. Many of these people crossed the Mexican-American border illegally. Some were caught -- many others were not. They came because Mexico is a poorer country than the United States. They lived in very poor conditions, but it was better than they were able to live in Mexico.

These people usually have a great many problems in the United States. They speak very little English. Their children have a great deal of trouble in school. They live in very bad slums in cities and on farms. They work for very low wages.

Recently some of their leaders have begun to use union protest tactics to strike. They also ask people to boycott certain foods, for better working conditions and wages. We will talk about this more in the unit on unions in History II.

Another group of Spanish-speaking Americans have come from Puerto Rico. This is an island near the United States. Puerto Rico became a colony of the United States after a war with Spain in 1898. At first Puerto Ricans had no rights. They were ruled by a governor appointed by the President of the United States. In 1971, the law was changed to make Puerto Ricans citizens of the United States. But they still had limited rights. Under United States rule, Puerto Rico remained poor. There were more hospitals and schools than there had been when the Spanish ruled the island.

In 1940, a new leader won the support of the people of Puerto Rico. His name was Luis Munoz Marin. In 1947 a law was signed to allow Puerto Ricans to elect their own governor. He became their first elected governor. In 1951, Puerto Rico became a commonwealth, and not a colony. This gave it a constitution. It now had the right to pass its own laws.

Because of its colony tradition, and later commonwealth tradition, Puerto Ricans were allowed to come to the United States. Most of these people settled in New York. They also came to some other large cities in the eastern part of the United States. There are many Puerto Ricans in Philadelphia. The cost of coming to the United States has been made low because of the airplane. By 1970 1½ million Puerto Ricans had settled in the United States.

These people face the same problems that their Mexican American cousins face. They usually are poor. They do not have any job skills. Many of them cannot find work. Many of their children do not learn English at home. They have great troubles in school. It is hard for them to get a good education in America. They are discriminated against in finding housing and jobs. They usually live in the poorest sections of the large cities.

Here are some questions to see if you learned the important things: Write your answers on a separate sheet of paper.

1. What are some of the problems Mexican Americans have faced in this country? Write an essay in which you tell the problems and something about them.

2. What are some of the problems Puerto Ricans have faced in this country? Write an essay in which you tell the problems and something about them.

3. Would you like to be a Mexican American? A Puerto Rican in the United States? Why or why not?

Here are some other things you can do if you want to learn more about this topic:

1. Read some books about Puerto Ricans and Mexican Americans. A good book to look at is Minorities, U.S.A. by Finkelstein and others. There are also other books that you can find in the public library on this topic. There may be other books in your classroom or in the library.

2. Ask your teacher to try to arrange for a Puerto Rican representative to come to your class and to talk to you about their problems.

3. Watch the newspapers and magazines for articles about the problems that Mexican Americans and Puerto Ricans have in this country and ways that they are trying to solve their problems. Put these articles up on your bulletin board in the room.

5. THOUGHTS ABOUT GROUPS IN AMERICA

This is the main thing you should learn: People who have come to America have thoughts and ideas about others based on their own experiences and problems. Most of these people have a history of suffering and difficulties which led their ancestors to America in the first place.

These are the things you should be able to do when you have finished this lesson:

1. State your opinions about different things people might say whose ancestors were immigrants in America, and give reasons for your answers.
2. Tell which groups have suffered the most and the least, and give reasons for your answer.
3. Tell some of the things you have learned in this unit.

Here is the information you need:

Activity 1:

The following statements are examples of things that might be said by different persons who belong to different groups. For each statement, tell whether you agree or disagree with the statement and why.

Statement 1

A Jewish Person

"You know, I can't understand why Black people seem to hate us. Here we are, we've had to come up the hard way in this country. Many of us have made it by finally being able to own a store. We have to charge more than department stores because we have smaller stores. And then, as the neighborhood has changed, we've had to put up with robberies, stealing, and all kinds of things. And nobody seems to care."

1. Do you agree or disagree with this person's opinion? Why or why not? (Write your answer below).

2. What things may have happened to Jewish people in the past to make this person think the way he does. Write your answer below.

Statement 2

An Italian American

"I'm really proud to be an American. My family came here fifty years ago, and we struggled. We were very poor, until my father finally made it in the construction business. Where else in the world could someone come here with nothing and end up with so much. We have friends, and a nice home and family. I can't understand all those people who think that America isn't a good place to be any more."

Do you agree or disagree with this person's opinion? Why or why not? (Write your answer below.)

Statement 3

An Irish Policeman

"If you really want to make it in America, you have to work at it. My family came here after the potato famine in Ireland with nothing. We lived in a little cold water flat in Boston until my father could manage to join the police force. Since that time being a cop has run in the family. We work at it. Being a cop means working all kinds of crazy hours and being on call day and night. It means risking your life and putting your life on the line. It means lots of people hating you. It's a tough life. But I wouldn't give it up for the world, because it's what I like to do and it's a family tradition....I think if anybody wants to work at it, they can make it in this world."

Do you agree or disagree with this person's opinion? Why or why not? (Write your answer below.)

Statement 4

"I don't know why all white people are blamed for what's happened to the Negro. Most of us in America weren't even here when they were slaves and when they've been having all their problems. And while they've had their problems, we've had our problems too. My family came here just before World War I without any money. We lived from hand to mouth, struggling to make our farm go. My oldest child died when he was 12 because we couldn't get him to a hospital on time. It was too far away. We had no power, no way to change things, except to make a life for ourselves. And now all of us are supposed to be guilty for all these things that have happened. I really don't understand it."

Do you agree or disagree with this person's opinion? Why or why not? (Write your answer below.)

Statement 5

"Look, I think Black people should be helped. But I also think it's a real problem. There are just so many jobs, and the question is who should get them. I remember when people in my group couldn't get jobs because people didn't think we were good enough Americans. So now we can. So I think that Black people shouldn't have the same thing happen to them. But what about my children, and other people I know. Should they lose their jobs because Blacks are getting them? I worked and struggled too long to stop discrimination and to get decent jobs for people to lose that. But it's a tough problem."

Do you agree or disagree with this person's opinion? Why or why not? (Write your answer below.)

Activity 2:

For the following groups of people, put them in the order according to the group that has suffered the most to the group who has suffered the least. Put a 1 next to the group who has suffered the most, a 2 next to the group who has suffered the next most, and so on. Be prepared to defend your answers to your teacher and to your classmates.

_____ Catholics

_____ American Indians

_____ Irish

_____ Italians

_____ Jews

_____ Mexican Americans

_____ Black Americans

_____ Puerto Ricans

Activity 3

What did you learn in this unit? In the space below, start with the words "I learned..." or "I realized..." and write down as many things as you can think of that you learned about different groups, or about yourself. Be honest in your answers. You will not be graded on your answer to this question.

UNIT COVER SHEET: Unit 10, History I What Will Happen-10-1.
In The Future?

WHAT WILL HAPPEN IN THE FUTURE?

What this unit is about: This unit is about your neighborhood, city, state, and nation, and how you and the future can affect them.

These are the main topics of the unit:

1. The future and your neighborhood.
2. The future and the city.
3. The future and the state and the future and the nation.
4. The future and the world.

This is why this unit is important to you:

When you find out where you fit into your neighborhood, you can see more easily how you also fit into your city, state, and nation. You can learn about the services that are provided by these four areas and how you can help to improve them. You can learn where to go and who to see in order to make changes. Mainly, you will learn about the future of your neighborhood, city, state, and nation.

To do this unit, you need these skills and tools:

1. You need to be able to read at a junior high level, If you have trouble reading some of this unit, ask a classmate or your teacher to help you.

2. You need to know how to use a simple map.

3. Have a dictionary handy to help with words you do not understand.

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1. HOW YOU WOULD LIKE YOUR NEIGHBORHOOD TO BE IN THE FUTURE

This is the main thing you should learn: Your neighborhood is just a small section of the city in which you live. The neighborhood can provide the same services that are offered anywhere else in the city.

These are the things you should be able to do when you have finished this lesson:

1. Know where your neighborhood needs improvement.
2. Know how your neighborhood could be described in the future with the proper improvements.
3. Locate areas for improvement.

This is the information you need:

The neighborhood that we will talk about in this lesson is a four-block area in Germantown around the OIC building. It is a part of the city of Philadelphia. It shares in all of the services that the city provides.

Some neighborhoods in the city may appear to be better or worse than other neighborhoods. For example, one neighborhood might have worse trash and garbage service than others. One neighborhood might have more frequent police patrols than others. The future of your neighborhood should result in a good share of these services so that each neighborhood can become a good place to live.

By noticing the condition of your neighborhood now, you can help to plan how it should be in the future. This is the way urban planners decide how cities can be improved. You can closely look at the services offered in your neighborhood. You can see if they are meeting the needs of you and your neighbors. This kind of observing will help to make changes for your neighborhood in the future.

Activity 1

Here is a list of words that people use to describe their neighborhood. In Column A, write the words in the order you would use them right now to describe what you think of your neighborhood. The first word you write is the word you would use the most, the second word you write is the word you would use next most often, etc. Then in Column B, write the words in the order you would like to be able to use them in the future.

spacious
beautiful
fun
private
country-like
lonely
natural
green
home-like
quiet
clean
new
friendly
crowded
dirty

Column A	Column B
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

Discuss this activity with your teacher and/or classmates.

Activity 2

Take a walk around your OIC neighborhood. Start at the OIC building on Harvey Street and walk to the corner of Harvey and Greene Street. Turn left and walk to Haines Street. Then turn left again. Walk down Haines to Germantown Avenue. Then walk down Germantown one block past Harvey. Turn left, and walk back up to Greene Street. Turn left, walk up Greene to Harvey, and return to your OIC building.

Here is a checklist of things to look for in your OIC neighborhood. Some of the things will appear in good condition; other things may seem to need some improvement. As you observe these things in the rest of the directions for Activity 2, put a check in the column which you think describes the things you see.

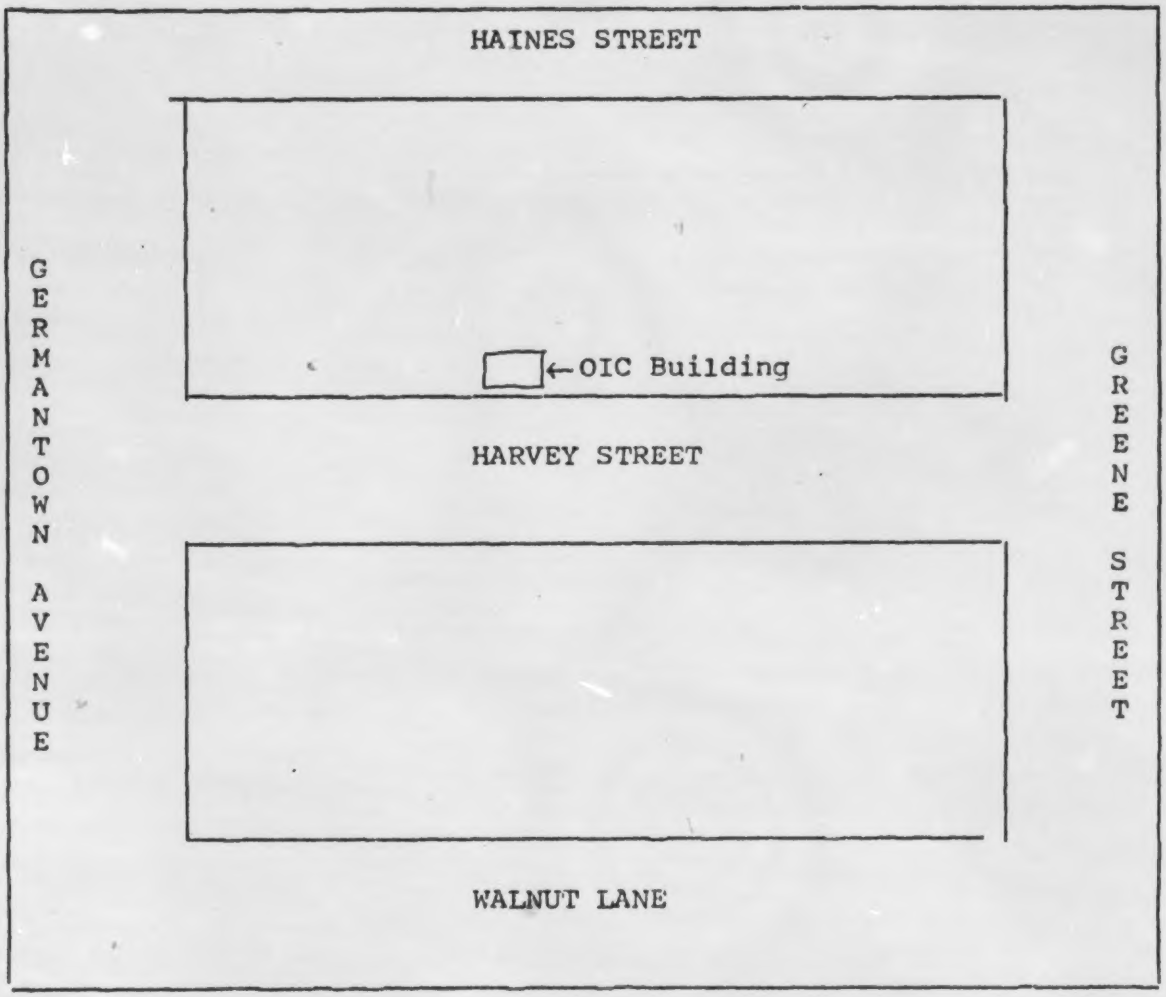
Activity 2 (Continued)

	Good Condition	Needs Improvement
1. public schools		
2. restaurants		
3. drug stores		
4. playgrounds		
5. recreation centers		
6. day-care centers		
7. churches		
8. housing		
9. trash and garbage		
10. police		
11. fire		
12. food markets		
13. public transportation		
14. public telephones		
15. public bathrooms		
16. public health clinics		

Now, pretend that you could take a helicopter ride over your OIC neighborhood so that you could see all of it at once. Close your eyes and pretend. You will probably see white and yellow dots on the inside of your eyelids at first. But concentrate on the helicopter ride. When you can picture your neighborhood, draw a map of it on the inside of your eyelids. Fold up the map and save it. Now open your eyes. Use the map you just finished drawing to help you draw a map of HOW 4 BLOCKS IN MY NEIGHBORHOOD SHOULD LOOK. Show where you would make changes such as trolley stops, public telephones, police district headquarters, etc.

Activity 2 (Continued)

A MAP OF HOW 4 BLOCKS IN MY OIC NEIGHBORHOOD SHOULD LOOK


HAINES STREET
GERMANTOWN AVENUE
←OIC Building
GREENE STREET
HARVEY STREET
WALNUT LANE

If you are having trouble getting started, try working on this with a classmate or your teacher.

Discuss this activity with your teacher and/or classmates.

Activity 3

The following statements describe the way some people think neighborhoods will be in the future. Read the statements and think about whether or not they might come true. Then try to finish your own statements about the future of your neighborhood by doing the rest of Activity 3 on the next page:

	I Agree	I Disagree
"More policemen walking a beat in the neighborhood will put an end to robberies and muggings..."		
"As long as these houses remain here, we'll continue to have tragic fires!"		
"A new community recreation center is just the cure for the increasing gang problem in the neighborhood..."		
"If we could only get bicycle lanes running from here to center city! With that and some more reliable trolley service, people could get to jobs that seem next to impossible to get to now!"		
"Church groups need to get together. If they would, then maybe they could keep the neighborhood from becoming a ghetto. Maybe then some of the whites would learn not to panic."		

See what you think about the future of your neighborhood by completing your own statements on the next page.

Use a word or phrase to finish writing these sentences about your neighborhood in the future.

I think:

1. The best kind of public transportation for me to get from home to school will be. . .
2. Trash and garbage will be picked up . . .
3. If a fire started near my house . . .
4. If I ever needed a policeman, I could . . .
5. I would try to close down all of the . . .
6. If I had the money, I would open up a . . .
7. The best leader for my neighborhood will be . . .
8. On every corner there will be . . .
9. Gangs will be . . .

When you have finished the activities in Lesson 1, discuss what you think about the future of your neighborhood with classmates and with your teacher.

Here are some other things you can do if you want to learn more about the topic:

1. Find out if your OIC neighborhood has a local newspaper. If it does, get some copies of it and look for articles that discuss ways to make the neighborhood better in the future.
2. Try to write some newspaper articles of your own that describe some improvement you would like to make in the neighborhood.
3. Find photographs that show before and after changes that were made in the neighborhood.
4. If you can use a camera, take pictures of areas in the neighborhood where you think changes should be made. Write a caption for each of the pictures.

2. THE FUTURE AND THE CITY

This is the main thing you should learn: Your city is an area which can provide you with many services for health, safety, and recreation. Not only is the city an area which can be located on a map, it is also a form of government.

These are the things you should be able to do when you have finished this lesson:

1. Tell what public services are provided by the city.
2. Describe future improvements in public services.
3. Explain what action to take in order to make improvements.

This is the information you need:

The city of Philadelphia is an area in southeastern Pennsylvania. Within the city live about two million people. These residents of the city make up several racial groups. They include Black, Native American, Asian, and white. They also make up many religious groups. There are Protestant, Catholic, Jewish, Moslem, Hindu, and Buddhist, and even others.

The activity of the city government takes place at City Hall. Here is where the City Council meet to decide on measures to take to improve the future of the city. City Council is made up of men and women who represent the different sections of the city. For example, Councilwoman Allen represents the section of North Philadelphia. The Mayor of the city carries out the decisions of the City Council.

Somewhere in the city is the place where you will probably have a job. Many of the services that the city does or can provide will help you to find a job. They will help to get you there when you have it For instance, city newspapers contain Job Opportunity sections. City departments such as the Department of Housing offer jobs for those who qualify. Public transportation facilities can help to get you to your job.

However, there are problems in getting jobs. There are problems in finding easy ways to get to them. There are also problems in finding decent places to live in the city. Problems about jobs, transportation, and housing can be summed up in the term living conditions. The future of living conditions in the city is a major problem.

Other things that have an effect on the living conditions of the city are pollution control, medical care, social agencies, and pest control. Furthermore, public parks and playgrounds, movie theaters, libraries, museums, and concerts can help to make living conditions in the city more pleasant. The future of these services and places can determine whether or not the city will be a good place to live.

Activity 1

Use the same checklist of things to look for that you had in Lesson 1. Rank the things in the order that you think is more important for the future of the city to least important. Write the number 1 next to the first most important, the number 2 next to the second most important, and so on down to 16.

Service Rank Number

1. public schools

2. restaurants

3. drug stores

4. playgrounds

5. recreation centers

6. day-care centers

7. churches

8. housing

9. trash and garbage

10. police

11. fire

12. food markets

13. public transportation

14. public telephones

---

15. public bathrooms

---

16. public health clinics

When you finish Activity 1, discuss your rankings with classmates and/or your teacher.

Activity 2

Although the city has problems, it also can be fun. After you have read about the problems and the fun that the Parrish family have, think about yourself and your family in the city and answer the questions about the future of the city and you.

THE PARRISH FAMILY TALK ABOUT LIVING IN THE CITY

Bus rides to no place in particular are great. There are lots of things to see on all the streets. Sometimes it's fun to go to the Fire Department museum. Other times we go to the zoo.

I know that the city streets are dangerous. But the kids know about most of the dangers. They know how to handle them. If some kind of trouble should start, the children can look for a policeman. They can ask for help at the nearest store.

We have lots of fun just roaming the streets, parks, and playgrounds. When we want to go for a walk, we just go. For longer distances, we ride the subway. What is more fun than standing at the front window of the lead car, watching the lights shine through the dark tunnel ahead of us?

So that's why we think the city is pretty much a good place. We think it's a good place for kids to grow up in. And it probably always will be.

Can you think of a reason why you would want to live in the city?

I would live in the city because . . . (finish this sentence.)

Make a list of the dangers that you think will be in city streets in the future:

Future Dangers in the City Streets

Discuss your answers for Activity 2 with classmates and/or your teacher.

Activity 3

You will need the SEPTA public transportation map* to help you with this activity. Imagine that you can take as many free rides, starting from your neighborhood, as you want. Write down the blocks where you would ride to and the things that attract you there. Try to do five of these. (If you have trouble with this activity, see your teacher.)

Block I would ride to reason

1.

2.

3.

4.

5.

Now think of five rides that you would not take unless some important changes were made at the places where you would not go. List these places and the changes that they would need for you to ride there in the future.

---

* Ask your teacher for a copy of this map.

Block I would not ride to reason

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Discuss your answers with classmates and/or your teacher.

Activity 4

Here are some sounds of the city. Which one do you hear the most? Which one do you hear the least? Number each sound in the order that you hear it from most often to least often.

_____ whisper

_____ people talking

_____ jackhammer

_____ car warming up

_____ jet planes

_____ ambulance siren

_____ motorcycle

_____ subway train

_____ car accident

_____ breathing

_____ shouting

_____ dogs barking

Take five sounds from the list that you think should be controlled in the future in order to make the city a better place to live. Imagine that you were telling your representative in City Council about the sound and why you think it should be controlled:

Example: I think jet planes should be controlled because their noise makes plaster fall from my ceiling.

I think:

1.

2.

3.

4.

5.

Discuss your answers with classmates and/or your teacher.

Here are some other things you can do if you want to learn more about this topic:

1. Get local newspapers from different sections of the city, such as Germantown, the Northeast, and South Philadelphia. You can usually find these in a library. Using one week of the year, for example the week of May 6, 1974, read the editorials from the different papers. What do they say in common? What do they say differently from each other?

2. Conduct interviews with people of different ages. Ask them what they like about the city. Ask them what they dislike about the city. Ask them about changes that they would like to see made in the city, and why. Ask them where in the city they would like to live if they could choose any area at all. If possible, use a tape recorder for your interviews; otherwise, take notes with pencil and paper. Share your interviews with classmates and/or your teacher.

3. YOUR THOUGHTS ABOUT THE FUTURE OF THE STATE AND THE NATION

This is the main thing you should learn: You are a member of a neighborhood. You are also a citizen of a state and a nation. You thus have a share in their rights and services.

These are the things you should be able to do when you have finished this lesson:

1. Identify services provided by the state that will last into the future.
2. Name job opportunities in the state for the future.
3. Identify services provided by the nation that will last into the future.
4. Tell how the state and the nation can cooperate to help make a promising future.

This is the information you need:

The state and nation are two areas. They also have two different governments. As areas, the state is one of a total of fifty states. These together make up the nation of the United States. According to the Constitution of the United States, the nation has a certain number of powers for making laws. Any powers that are not granted to the nation are powers that belong to the state. This means that the state can provide certain services that the nation cannot provide. When the state and the nation cooperate, the laws and services should be most helpful to the citizens.

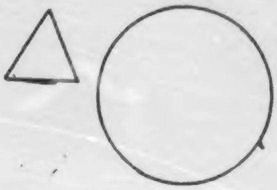
Many people today complain that the state and nation are not cooperating as much as they should be. As a result, people are not getting the best share of services as they have a right to get.

Changes that are already taking place will have an effect on the cooperation between state and nation. New Machines such as mini-computers can speed up the storing and passing along of information. These help to close information gaps between nation and state. Civil rights laws passed by law-makers for the nation are affecting people's lives in the states. Differing needs of people within a state are being cared for by special kinds of taxes approved by the state. The nation as a whole is attempting to improve medical care for people in each state.

All of these changes are happening right now. But they will have a much greater effect upon your life in the future than at present. The way that you think these changes ought to continue will help to decide what will happen to the state and to the nation in the future.

Activity 1

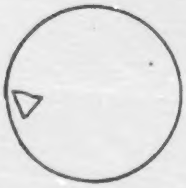
Using simple figures like circles, squares, and triangles, draw a picture of the way you think the state is related to the nation right now, example:



Write a sentence or two to describe in words the picture you just drew:

I drew the state and the nation like this because . . .

Using the same kinds of figures, draw a picture of the way you think the state ought to be related to the nation in the future, example:



Write a sentence or two to describe in words the picture you just drew:

The state and nation ought to look like this because . . .

Discuss your answers with classmates and/or your teacher.

Activity 2

Here are some taxes that the state charges you in order to provide you with certain services:

tax on a worker's income
tax on the sale of cigarettes
tax on the sale of beer, wine, and liquor
tax on the sale of items not considered basic for your
    health and safety

At present, a lot of money from these taxes goes toward highway construction and college expenses. What do you think will be the future of the state if this money continues to be spent on these two things? Write a paragraph to say what you think the future will be.

If the state continues to collect these four kinds of taxes, but you could vote to break a tie on what these taxes could be used for, what changes (if any) would you vote for? Write a short paragraph to explain how you would vote.

Discuss your paragraphs with classmates and/or your teacher.

The city and the state presently spend a lot of tax money on the following things. Imagine that you are a state law-maker some day in the future and are putting these things in order of importance. List them in the space below in order from the one that you think should get the most tax money to the one that should get the least tax money:

highway construction
college expenses
police protection
hospitals
fire protection
rubbish disposal
legal aid
welfare
public housing
stray dogs and cats

MY ORDER FOR SPENDING TAX MONEY

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

If you have any other things you think this tax money should be spent for, list them below. Remember, there is a limited amount of money, so you should only list one or two other things that are really important to you.

1. ____________________________
2. ____________________________

Discuss your answers with classmates and/or your teacher.

Activity 3:

Here are some comments about the future of the nation. Read them to see how true you think they might be. Then, make your own predictions about the future of the nation by finishing the sentences which follow the comments.

COMMENTS ABOUT THE FUTURE OF THE NATION

"It seems that we are going to become a welfare nation. Senator Kennedy is trying to pass a law that will give everyone cheap medical care. How will the doctors be able to make a living? And on top of that, any woman who wants one will be able to get an abortion. And cheaply, too! People can have a good time and get medical treatment whenever they need it."

"Computer terminals all around the nation will be able to relay the latest news in a flash. Rumors can quickly be put to a halt. Panic will not occur. And the chance of riots in the cities like there were in the 1960's will be very unlikely. Law and order will be the same for everyone."

"The government keeps taxing us. We might as well just turn over our whole paycheck to Washington, D.C. Almost every penny they take is spent on defenses. This includes the army, missiles, Southeast Asia, and CIA spies. We don't get any benefits from that kind of spending. Our hospitals, national parks, and transportation are getting in poorer and poorer condition. But we keep spending more in taxes and get nothing in return."

"The former head of the Federal Energy Office, William Simon, believes that the nation can supply all of its energy itself by the year 1985. This means that the nation will not have to rely on getting oil supplies from anywhere else in the world. Simon also believes that each state will help to lessen the energy crisis. They will pass laws forcing its citizens to conserve energy in their homes and in the use of cars."

"More and more people will be getting more and more education. Some will continue on to junior college and college with national scholarships. Others will be trained for new skills by companies that hire high school graduates. Still other people, who have been working for ten or twenty years, will get on the job training in the use of the latest machines and computers."

Finish writing the following sentences by telling what you think the future of the nation will be. If you want to change the wording around to make what you think clearer, do so.

I think:

Taxes now being used for defense will . . .

The energy crisis will . . .

The population of the United States will . . .

Medical care will . . .

Civil rights laws will . . .

Riots and demonstrations will . . .

The President of the United States will . . .

Public transportation will . . .

Important news will . . .

Jobs for high school-age people will . . .

There will be . . .

Discuss your answers with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Go to a neighborhood library and find a copy of the Bulletin Almanac. Find out who your district representative is in the United States House of Representatives. Find out who your Sentors are in the United States Senate. Write them letters telling how your city and state can be changed to be better places to live in in the future.

The Almanac will give you the addresses you will need for mailing your letters.

2. On three different nights, watch the news for 1/2 hour each night. One night watch Channel 3; one night watch Channel 6; and one night watch Channel 10. Make a chart like the one below for each night; put a check in the column that shows the kind of news topics that are being announced:

NEWS TOPIC

neighborhood	city	state	nation	world

How do the channels balance the kinds of news? What kind of balance do you think there should be? Why?

4. WHAT WILL HAPPEN TO THE WORLD IN THE FUTURE?

This is the main thing you should learn: The world has many resources that can cause changes. Few changes in the future will be caused by just one event; a combination of events will create the changes that we will see in the future.

These are the things you should be able to do when you have finished this lesson:

1. Name things that will have an effect on the future of the world.
2. Understand that most changes are the result of more than one event causing the change to happen.

This is the information you need:

The world is the planet earth. You, your neighborhood, your city, your state, and your nation are all a part of the world. What happens to the world in the future will probably have an effect on you.

The advance of machines in working and thinking for us will help to create a different world in the future. Some machines will replace man-power. More jobs using less labor will appear. Some machines, like computers, will replace brainpower. Our education will be different. Some machines will combine both of these kinds of powers. This is known as automation.

Science will help medicine to find treatments and cures for illnesses. Further, the science or eugenics (the study of genes and heredity) may help to treat people before they are even born. It may even determine the sex of a person before the individual is born. Diseased organs may be replaced by artificial organs, as parts of the heart are at the present time.

Contact and relationships among people from different parts of the planet may occur frequently. Transportation will become faster and cheaper. Some experts think that this will eventually create a blending of races. Other experts think that this may cause more contact between nations. Eventually they predict that just one world nation may exist. On the other hand, some people think that nations are becoming more and more separated from each other. These people see the end of the United Nations in the future. They see nations going their separate ways.

We may start running out of things soon. This will have an effect on the living conditions of people around the world. Increased air pollution may cause us to wear gas masks. We may drive steam-powered cars. Overpopulation and food shortages may cause mass starvation. Planning can help to prevent these things from happening in the world in the future.

Leisure time and recreation may change. Machines in the form of robots may do much of the housework that we do now. This will give us more leisure time every day. We might spend that time traveling to distant lands. Or perhaps we will go to outer space. Sports teams from all over the world will be able to play for fans in many new locations. Learning how to use our brain-power to help us relax. A technique known as Transcendental Meditation (TM) may give us the ability to escape for the same reasons that people are presently using drugs.

Activity 1

Here are some things that some people believe will have an effect on the future of the world. Next to each item, put the number from 1 to 18 that shows how important you believe the thing will be in the future.

_____ starvation

_____ space travel

_____ peace

_____ World War III

_____ The United Nations

_____ television

_____ robots

_____ education

_____ sports

_____ religion

_____ race relations

_____ energy crisis

_____ over-population

_____ poverty

_____ pollution

_____ computers

_____ organ transplants

_____ dope

After you have finished ranking these items the way you believe they will affect the future of the world, pick out the five that you think will be the most important. Tell why you believe each one will be so important in a sentence or two for each item.

1. ____

____

____

2. ____

____

____

3. ____

____

____

4. ____

____

____

5. ____

____

____

Discuss your answers for Activity 1 with your teacher and/or your classmates.

Activity 2

Look around your classroom and two rooms at home. Make a list of 15 or more different kinds of things that you find in these rooms. Try to fit the things into these groups:

Group I:	Things for recreation and leisure time
Group II:	Things for preparing and/or eating food
Group III:	Things for transportation
Group IV:	Things for teaching and/or learning
Group V:	Things for clothing and/or shelter

Put a plus (+) next to each thing on the list that you think will be the same in the future. Put a minus (-) next to each thing on the list that you think will be changed in the future. (Use the chart on the next page to complete this activity.)

H1-10-25.

A LIST OF THINGS I SEE IN THREE DIFFERENT ROOMS

Group I	Group II	Group III	Group IV	Group V

For each thing that you put a minus (-) next to, tell what you think will replace it in the future. Tell about the change any way you want to -- draw a picture, write a song or poem, use a new language, write a sentence -- or any other way that you can think of for the space below.

Here is how I see the changes in the things I put a - next to:

Discuss your answers with your teacher and/or your classmates.

Activity 3

Get newspapers and magazines from which you are allowed to cut the pictures. Look for pictures, drawings, and cartoons that show you something about the future. For example, you might find an advertisement about a pocket-sized calculator (mini-computer) with a picture of it in the ad. Cut the pictures out and paste them in any order or direction (sideways, upside-down, etc.) you like on a separate sheet of paper. When you are finished, you will have created a kind of poster called a collage. This will be your own COLLAGE OF THE FUTURE.

Discuss your COLLAGE OF THE FUTURE with your teacher and/or your classmates.

Here are some other things you can do if you want to learn more about this topic:

1. Find a science fiction book in the library. Read it to see what it has to say about the world in the future. When was the book written? Who wrote it and what is its title? What does it tell you about the future? Does it seem like a good future or a bad future? Why? Might it really come true? Why?

2. Keep a diary for one week. Each day write something about what you believe is the future of the world. Also write what TV, radio, newspapers, magazines, books, and people are saying about the future of the world. After one week, try to sum up everything your diary is telling you. Use pictures, drawings, poetry, music, or anything else you can think of to sum up what your diary says.

Final Activity

In the space below, write down some of the important things you learned in this unit. Begin with the words "I learned..." or "I realized..." and make a list of the different things that you learned about what will happen in the future. You may look back at your work, but put your answers in your own words. Be honest in your answers.